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The Role of the Unit Leader, Individually Guided Education

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THE ROLE OF THE UNIT LEADER

Individually Guided Education

(TITLE)

BY

CORNELIA R. NEWTON

B.S. in Ed., Illinois State University, 1969

M.A. in Ed., West Virginia University, 1971

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1978

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

December 7, 1978
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January 22, 1979
DATE

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THE ROLE OF THE UNIT LEADER
Individually Guided Education

BY

CORNELIA R. NEWTON

B.S. in Ed., Illinois State University, 1969
M.A. in Ed., West Virginia University, 1971

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS
1979

This field study defines the role of a Unit Leader in a school using Individually Guided Education. Specifically, it defines the role of a unit leader at Roach School in Decatur, Illinois.

Individually Guided Education is a new form of elementary education. It uses multiunit organization and instructional programming for individual students. It uses an Instructional Improvement Committee made up of unit or team leaders and the principal. These persons coordinate the curriculum within the school. The writer defined each of these areas - Individually Guided Education, Unit Leader, and the Instructional Improvement Committee in two ways. One definition looked at the terms as they are seen by those who authored the program. The other definition examined how they functioned at Roach School in Decatur, Illinois. Several major differences were noted:

1. In most areas using Individually Guided Education there is more than one school in each district participating. In Decatur, there was only one at the time the study was done.

2. Unit Leaders in most systems using Individually Guided Education are given monetary compensation for their work. At Roach School there was no compensation given.

3. Unit Leaders in most systems using Individually Guided Education are given released time to perform their duties. At Roach School, this was not the case.

4. In most schools using Individually Guided Education there were aides hired for each team. At Roach School, the majority of our aides are there due to the Special Education classrooms.

5. Unit Leaders meet certain qualifications and were then appointed by the principal in most Individually Guided Education schools. This was not the case at Roach School. The unit leaders were elected by the unit members.

There are several conclusions to be drawn. Individually Guided Education at Roach School could be administered more efficiently. Persons who are paid to do a job and given the time to do it are more apt to be efficient and do their best. Persons who are asked to give up their own time for no compensation are not apt to do their best. Furthermore, many do not want any part of that job. The qualifications are important. The job requires someone who can lead people as well as have ideas to improve the curriculum. So, the one who is just willing to say, "I'll do the job for a year." is not always the one who will be the best for the school.

Also included in the field study, are minutes of the Instructional Improvement Committee throughout the year. Related materials, such as evaluations, printed materials, and budgets are found in the appendixes.

PREFACE

This field study defines the role of a Unit Leader in a school using Individually Guided Education. Specifically, it defines the role of a Unit Leader at Roach School in Decatur, Illinois.

Individually Guided Education is a new form of elementary education. It uses multiunit organization and instructional programming for individual students. It uses an Instructional Improvement Committee made up of Unit, or Team, Leaders and the principal. These persons coordinate the curriculum within the school. I defined each of these areas - Individually Guided Education, Unit Leader, and the Instructional Improvement Committee.- in two ways. One definition looked at the terms as they are seen by those who authored the program. The other definition examined how they functioned at Roach School in Decatur, Illinois. Several major differences were noted:

1. In most areas using Individually Guided Education there is more than one school in each district participating. In Decatur, there was only one at the time the study was done.

2. Unit Leaders in most systems using Individually Guided Education are given monetary compensation for their work. At Roach School there was no compensation given.

3. Unit Leaders in most systems using Individually Guided Education are given released time to perform their duties. At Roach School this was not the case.

4. In most schools using Individually Guided Education there were aides hired for each Team. At Roach School, the majority of our aides are there due to the Special Education classrooms.

5. Unit Leaders meet certain qualifications and are appointed by the principal in most Individually Guided Education schools. This was not the case at Roach School. The Unit Leaders were elected by the unit members.

There are several conclusions to be drawn. Individually Guided Education at Roach School could be more efficiently administered. Persons who are paid to do a job and are given the time to do it are more apt to be efficient and to do their best. Persons who are asked to give up their own time for no compensation are not as apt to do their best. Furthermore, many do not want any part of that kind of a job. The qualifications are important. The job requires someone who can lead people as well as have ideas to improve the curriculum. So, the one who is just willing to say, "I'll do the job for a year.", is not always the one who will be the best for the school.

Also included in the field study are minutes of the Instructional Improvement Committee throughout the year. Related materials such as evaluations, printed materials, and budgets are found in the appendixes.

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PROPOSAL:

THE ROLE OF THE UNIT LEADER

Individualized Guided Education

Roach Elementary School

Spring-Fall Semesters, 1977

Purpose:

This field experience will describe the Unit Leader, or Team Leader, in an Individually Guided Education Program. Specifically, it will describe the role of a Unit Leader in the Individually Guided Education Program at Roach Elementary School in Decatur, Illinois.

Objectives:

1. To work in the job of Unit Leader for the semester.
2. To construct an evaluation instrument for the reading program at Roach School.
3. To construct an evaluation instrument for the math program at Roach School.
4. To construct an evaluation instrument for the spelling program at Roach School.
5. To assist with the development of the budget for Roach School for the 1977-78 school year.

Accomplishments:

1. A definition of the Individually Guided Education Program.
2. A definition of the Individually Guided Education Program at Roach School.
3. A definition of the role of the Unit Leader in the Individually Guided Education Program.
4. A definition of the role of the Unit Leader in the Individually Guided Education Program at Roach School.
5. A narrative diary will be kept of the weekly activities of the Unit Leader. These will be in the form of the minutes of the Instructional Improvement Committee (I.I.C.) meetings.
6. A copy of the evaluation instrument for the math, reading, and spelling programs will be included. Background information will be given as to how the content for the various evaluations was determined.
7. A copy of the results of the evaluations will be given. This will include recommendations for the next year's program.
8. A copy of the proposed budget for the 1977-78 school year will be included.

CHAPTER I

BACKGROUND INFORMATION

CHAPTER OVERVIEW

In this chapter the writer is giving background information on Individually Guided Education. It is hoped that this will lend greater understanding to the diary of events in the field study.

Three terms, or roles, of an Individually Guided Education program are defined in two ways. First, they are described in terms of how they are in a model Individually Guided Education Program. Then, the same terms are described as to their functions at Roach School where the field study was made. The terms to be described are Individually Guided Education, Instructional Improvement Committee, and Unit Leader. They relate to each other in that in an Individually Guided Education School, the Unit Leaders work with the team of teachers. Each school is made up of several teams, and these team or unit leaders together are called the Instructional Improvement Committee. They meet together on a regular basis with the principal.

During this experience, the writer was teaching in an Individually Guided Education School, acting as a Unit Leader, and serving with other Leaders on the Instructional Improvement Committee.

INDIVIDUALLY GUIDED EDUCATION

Individually Guided Education (I.G.E.) is a comprehensive alternative to subject-centered departments, and it represents a change of great magnitude. Success in implementation depends on school personnel understanding the concepts and principles of Individually Guided Education and on their developing essential competencies and attitudes. Also needed is the involvement of parents and other community members.

Much distressing research found today shows achievement in schools is low. Critics of the schools can point to these statistics and indicate that education in the United States has not been a successful experience for some young people.

These findings appear to be related to conditions which unfortunately are found in many elementary schools, according to Klausmeier, Rossmiller, and Saily.¹

They cited the following examples:

1. Students are required to adjust to uniform educational programs, and provisions for differences in rate of learning, style of learning, and other characteristics are inadequate.
2. Students are placed in age-graded classes and are expected to attain the same instructional objectives by studying the same graded basic textbooks and supplementary materials.
3. Students are frequently evaluated using norm referenced tests of intellectual ability and educational achievement, and such tests are often used for categorizing and grading students, not for improving their instruction.
4. Teachers are treated as if they are equally competent in all subject fields and in all media and methods of instruction; and appropriate provisions are seldom made for differences among teachers in interests, knowledge, experience, or expertise.
5. Teachers spend nearly all their time throughout the school day with children, leaving little time for planning and evaluating instructional activities.

¹ H.J. Klausmeier, R.A. Rossmiller, and M. Saily, Individually Guided Element Education: Concepts and Practices. (New York: Academic Press, 1977), p. 3.

6. The principal tends to be a building manager rather than an educational leader; the teacher is an independent ruler of a classroom rather than a cooperative team member; and administrative arrangements discourage cooperative planning and evaluating instructional activities.
7. The staff spends most of its energy in keeping school going, and little effort is devoted to research and development activities that are essential to continuous improvement of educational practice.
8. The staff of each school functions in relative isolation from other schools; and communication networks for sharing creative ideas, material and instructional approaches function only sporadically, causing great loss in effectiveness.
9. The typical school building is not well adapted to effective instruction. Access to the library, audiovisual, and other instructional materials and aids is circumscribed; and space configurations impede varied types of grouping and learning activities.
10. Parent contact with the schools is largely negative; it is concerned primarily with problems of school finance or student discipline. The primary means for communication between school and home is by report card or parent-teacher conferences, supplemented occasionally by a school newsletter.

As a result of these deficiencies in conditions, Individually Guided Education was conceptualized and developed. It was felt that the development, testing, and refinement of a carefully designed alternative (such as Individually Guided Education) would facilitate more effective teaching and learning in the schools.

Individually Guided Education started when a project, Maximizing Opportunities for Development and Experimentation in Learning in the Schools (Project MODELS), was begun at the Wisconsin Research and Development Center for Cognitive Learning. Four school districts began the project in the second semester of the 1965-1966 school year.³

² Ibid, p. 4, citing H.J. Klausmeier, W.L. Goodwin, J. Prash, and M.R. Good. Project MODELS: Maximizing Opportunities for Development and Experimentation in Learning in the Schools. (Madison: Wisconsin Research and Development Center for Cognitive Learning. Occasional Paper No. 3, 1966)

³ Ibid, p. 4, citing H.J. Klausmeier, O.M. Cook, W.L. Goodwin, G.E. Tagatz, and L. Pingel. Individualizing Instruction in Language Arts Through Development and Research in Rand I Units of Local Schools, 1965-1966. (Madison: Wisconsin Research and Development Center for Cognitive Learning. Technical Report No. 19, 1967)

In 1967-1968 the term Multi-Unit Elementary School was coined to designate Instruction and Research Units. The Instruction Improvement Committee (I.I.C.) at the school level and the Systemwide Program Committee (S.P.C.), two other elements of the organizational administrative arrangement, were formed.

The number of Individually Guided Education schools increased rapidly as different implementers were educated and materials and programs were developed to assist local schools in changing to the program: 50 in 1969-70, 500 in 1971-72, approximately 700 in 1973-74, and between 2,000 and 3,000 in 1974-75.

".....Continuing cooperative efforts by many persons and agencies have been required to develop the various components of I.G.E., start the early I.G.E. schools, and sustain the implementation process in numerous school districts in many states. Unlike a curricular program that can be packaged and distributed commercially and used by teachers without fundamental changes in their organization of instruction, related administrative arrangements, and other practices, I.G.E. requires many changes that are possible only if there is early inservice education followed by continuing staff development within each I.G.E. school." ⁴

Individually Guided Education aims to provide high quality education with high student achievement. It develops abilities which are needed for this high achievement and helps develop a healthy personality. Individually Guided Education's promise is that this education doesn't need to cost more per pupil than traditional education after initial cost of implementation is defrayed.

Several conditions must be present for high quality education as realized in Individually Guided Education schools: clearly defined roles and responsibilities, shared decision-making, continuous pupil progress, personalized instruction, active learning, objective-based evaluation, involvement of parents with support from the community, and support by responsible education agencies.

⁴ Ibid., p. 6

Individually Guided Education has been divided into seven components. The above conditions for an effective program have been incorporated into the seven components. These components are as follows:

1. Multiunit organization
2. Instructional programming for the individual student
3. Evaluation for educational decision-making
4. Curriculum materials compatible with (2) and (3)
5. Home-School-Community relations
6. Facilitative Environments
7. Continuing research and development

INDIVIDUALLY GUIDED EDUCATION

AT ROACH SCHOOL

Roach School was built in 1907. It was built for self-contained classrooms. Two additional wings were added to the main building, but the basic structure remained conducive to self-contained classrooms. A playground surrounds the building with playground equipment consisting of five tether ball poles, one and a half basketball courts, and no grassy area.

The staff spent time in workshops, classes, and visitations examining different methods of changing the curriculum. The faculty was searching for a way to help each child reach his potential. The Individually Guided Education model was the one chosen to follow. In becoming an Individually Guided Education school, Roach became a part of a nationwide system of schools attempting to meet the needs of individual children.

Individually Guided Education is designed to, and Roach School attempts to, provide differences in the rates and styles of learning, levels of motivation, and other factors that enter into the educational goals of the school.

Youngsters with similar learning goals and styles are grouped together for each subject area. These groups remain flexible, and are changed as the youngsters show progress.

The teachers, the materials, and the media are selected to meet the learning style of the pupil. Then, the teaching team selects the teaching area, the

appropriate time, and the equipment necessary for that learning situation.

Assessment determines how well each pupil meets his/her individually determined objectives and whether these are appropriate to him. If the pupil does not succeed, the individual learning program is restructured to give him another opportunity to succeed.

The Roach faculty attempts to mold the school to the child, not the child to the school. To them, knowledge is essential, but youngsters need to grow in creativity, courage, confidence, independence, resourcefulness, and understanding. Children need to grow "one-at-a-time" together.

The principal's role at Roach School is one of guiding the staff toward fulfillment of goals. He meets regularly with the Instructional Improvement Committee. This committee consists of a leader from each unit and the principal. Together they plan curriculum improvements to enrich the student environment.

The instructional staff was originally organized into four units, two primary and two intermediate. Primary units consisted of Kindergarten, First Grade, Second Grade, Third Grade, and Special Education classes. Intermediate units consisted of Fourth Grade, Fifth Grade, Sixth Grade, and Special Education classes. This was an attempt to provide greater individualization of instruction. Due to a district-wide reorganization, this team system had to be restructured. Roach School was originally Kindergarten through Sixth Grade. In the 1976-77 school year, the Fifth and Sixth grades were moved to Washington School. Roach is now considered a primary school with Kindergarten through Fourth grade attending. Special Education rooms are also included as part of the team system, or Unit system, as Individually Guided Education

calls it. After the reorganization, the Units became two primary and one Third and Fourth grade unit. The primary units consist of Kindergarten, First, Second, and the appropriate Special Education classes. The Third and Fourth grade unit consists of Third and Fourth grades and the appropriate Special Education classes. Each unit operates somewhat differently according to the needs, the talents, and the abilities of teachers and students.

The breakdown by units is as follows:

Unit I: Kindergarten - Mrs. G. Harris

First Grade - Miss C. Newton, Mrs. R. Alexander

Second Grade - Mrs. N. Ward

Learning Disabilities - Miss C. Cogerty

Pre-primary Accoustically Impaired - Mrs. W. Cobb

Educable Mentally Impaired - Mrs. W. Irons

Title I Reading - Mrs. D. Paul

Unit II: Kindergarten - Mrs. E. Adams

First Grade - Mrs. M. Turner, Mrs. M. Sperry

Second Grade - Miss L. Grabowski

Learning Disabilities - Mrs. M. Mendenhall

Primary Accoustically Impaired - Mrs. M. Schultz

Educable Mentally Impaired - Miss A. Ritter

Title I Reading - Mrs. F. Mercer

Unit III: Third Grade - Miss N. Barker, Miss P. McEuen

Fourth Grade - Miss M. Sander, Mrs. D. Jerome

Learning Disabilities - Mrs. L. DeLong

Educable Mentally Impaired - Mrs. J. Aubel, Mrs. L. Grider

Roach School had six Special Education classrooms before beginning our program, including three rooms for hearing impaired children, two for educably mentally impaired, and one for children with learning disabilities. Now there are a total of nine Special Education rooms. These include two rooms for hearing impaired children, four for educably mentally impaired, and three for children with learning disabilities. One objective in the Roach program is to normalize the education in the Special Education rooms. This objective is met through mainstreaming, or "lifestreaming", as Dallas Beyer, Director of the Macon-Piatt Special Education District prefers to call it. Children in the Special Education classes, when possible, are treated like every other child in the school. No lines are drawn when grouping children in skill groups.

Roach School is a neighborhood school, but by having special classes within our building, Special Education children are brought to us from the entire Macon-Piatt Special Education District. The school then has the expertise of the Special Education teachers and their supervisors for all the children. Social workers and psychological services are also available. Special services also include Title I reading instruction, physical education, music instruction, speech therapy, and a materials consultant available to children and teachers.

The Individually Guided Education model was developed at the Wisconsin Research and Development Center at the University of Wisconsin in Madison. Following the Individually Guided Education model, the Research and Development Center at the University of Wisconsin wrote a math program called Developing Mathematical Processes, or D.M.P. Roach has used Developing Mathematical Processes since beginning Individually Guided Education. Developing Mathematical Processes is a highly manipulative program. Children learn concepts slowly and get many opportunities to practice the concepts they are learning. Each

concept is taught by using manipulatives, story cards, student workbooks, and many 'hands on' experiences.

In the area of Language Arts, several reading series' are used, dependent upon individual needs. The main series' used are Ginn and Lippincott. The Ginn Individualized Spelling is used when it can be applied in the upper unit.

Elementary Science Learning by Investigation science is used, and various teams group for various units of science and social studies. Each unit operates somewhat differently in this area.

Roach initiated a Learning Center Project under the Illinois State Plan for Gifted Children. The program uses learning centers set up in classrooms and in other areas so each child has opportunities to use various centers daily. Curriculum used in the centers include Language Arts, Creative Arts, Math, Science, Social Studies, Listening, Music, and Drama. Within the Materials Center the consultant has also set up various learning centers of interest to students.

Also under the Illinois State Plan for Gifted Children, a series of Creative Crafts Days have been initiated. Children from the entire school select a craft they would like to learn. Teachers and students are mixed up and every child completes a craft item that interested him. A committee of teachers coordinates this program.

Roach School serves as a training center for Eastern Illinois University students who are specializing in elementary and special education. Professors from Eastern coordinate this program. The program benefits Eastern students

who are studying to be teachers, and also provides children more individual attention. Roach was chosen as the site for Eastern's off-campus center because it is an elementary school including regular and special education classes. It also gives Eastern students a chance to work in an Individually Guided Education program.

Roach began the project to study the effects of an alternative educational system to that of the self-contained classrooms. Children began these groupings in the 1974-75 school year. They are continually re-evaluated and regrouped. Objectives are to help the children acquire feelings of adequacy and self-worth through successful experiences and a growing capacity for self discipline and self direction. Through the mainstreaming of special education children, education has been normalized for all children. The children have developed a positive attitude toward themselves and for the uniqueness of others.

The following poem gives an idea of the philosophy of the staff at Roach School.

Bill of Rights

Let me grow as I be
 And try to understand why I
 Want to grow like me:
 Not like my mom wants me to be,
 Nor like my dad hopes I'll be,
 Or my teacher thinks I should be.
 Please try to understand and
 Help me grow
 Just like me. ⁵

Gladys Andrews

⁵J. Murray Lee and Dorris May Dee, The Child and His Curriculum. (New York: Appleton-Century-Crofts, Inc., 1960) p. 501.

UNIT LEADERS IN AN INDIVIDUALLY GUIDED EDUCATION SCHOOL

The only new role in an Individually Guided Education school is that of the Unit Leader. The Unit Leader works in three broad areas: 1) as a member of the Instructional Improvement Committee, 2) leadership of the unit, and 3) teaching.

Unit Leaders work with other Unit Leaders and the principal in setting school objectives. The leader develops outlines of the school's program of instruction and is also very active in planning and carrying out an effective program of home-school-community relations. Considerable staff development must be done in order to improve instruction. This includes the planning, carrying out, and evaluating of any type of preservice or inservice education.

Unit Leaders see that the unit functions as effectively and efficiently as possible. Coordinating the unit in setting objectives, placing students at appropriate levels, and evaluating pupil progress are among the chief duties of a unit leader.

If the Individually Guided Education school participates in a preservice teacher education program, the unit leaders have major responsibilities. The activities of this person, or persons, must be coordinated. This again falls the shoulders of the Unit Leaders. Unit Leaders are also still classroom teachers

It is recommended that the Unit Leader have direct contact with children no more than 80% of the typical school day. If the school is engaged in

, either preservice teacher education or research and development activities, then the Unit Leader's amount of released time from teaching should be increased another 10-20 percent. Thus, the Unit Leader might be engaged in teaching only 60% of the school day. Because Unit Leaders have expanded professional responsibilities, they should receive higher compensation than staff teachers. For this additional remuneration the Unit Leader should be expected to work additional hours per week and weeks per year.⁶

There are several desired personal characteristics and professional experiences which should be considered in selecting a Unit Leader:

1. A Unit Leader should have had some teaching experience. Three years would be a minimum, preferably in a team teaching situation.
2. A Unit Leader should be required to have a masters degree or have graduate study in appropriate areas, such as human learning and development, curriculum and instruction, and research and development.
3. A Unit Leader must have a positive attitude about change.
4. I.G.E. requires adaptability. The Unit Leader should be flexible and inventive.
5. The Unit Leader should be able to recognize and use the abilities of unit members.⁷
6. The ability to be instrumental, supportive, and actively participating in the leadership of the unit is a needed characteristic.⁸
7. The role is a linking role between various personnel. The Unit Leader must be able to communicate with and maintain effective interaction with various personnel at several levels, both inside and outside the school.⁹
8. The Unit Leader must exemplify the best in effective teaching.¹⁰

⁶ H.J. Klausmeier, R. A. Rossmiller, and Mary Safly, Individually Guided Elementary Education: Concepts and Practices. (New York: Academic Press, 1977) p. 39

⁷ Ibid., p. 39

⁸ Ibid., p. 39, citing T.J. Sheridan, Perceived Role and Effectiveness of the Unit Leader in Conducting Unit Functions. Technical Report No. 318. (Madison: Wisconsin Research and Development Center for Cognitive Learning, 1974)

⁹ Ibid., p. 39, citing N.A. Evers, An Analysis of the Relationship Between the Effectiveness of the Multiunit Elementary Schools Instruction and Research Unit and Interpersonal Behaviors. Technical Report No. 298. (Madison: Wisconsin Research and Development Center for Cognitive Learning, 1974)

¹⁰ Ibid., pp. 39-40, citing C.M. Nerlinger, Participative Decision Making in I.G.E. Schools. Technical Report No. 356. (Madison: Research and Development Center for Cognitive Learning, 1975)

Due to the responsibilities they have, the above characteristics need to be present in a Unit Leader. They are selected in various ways. Some are elected by the unit. Some apply to the principal and he/she must select the person best qualified. Some are appointed by the principal. However the selection is made, it is this person who motivates and sees that the day-to-day teaching and learning is carried out effectively in the unit.

UNIT LEADERS AT ROACH SCHOOL

The role of the Unit Leader at Roach School does not follow the prescribed guidelines of Unit Leader as described by Klausmeier. There are several basic differences.

First, Unit Leaders at Roach School are elected as opposed to being appointed. In the spring the unit members vote on their leader for the next fall. Many times there has only been one person interested in the leadership position. Then, a consensus of opinion will choose the leader. There has been no set procedure for the selection of a leader. There is a definite need for this procedure to be written down so it is consistent from year to year.

Second, Unit Leaders are not compensated for assuming this role. There are numerous extra responsibilities which take much extra time. Time is spent in meetings with the Instructional Improvement Committee, the unit, and the Parent Advisory Council. There is also much time spent in coordinating activities of the unit. There are a number of details that are required. For instance, it is the Unit Leaders who see that group lists for subject areas are compiled and typed. It is the Unit Leaders who order films for the unit. Ordering materials and handling discipline in the absence of the principal also falls into the Unit Leader's responsibilities at Roach School. These tasks are a lot of extra responsibility for one who is being paid as every other classroom teacher.

Third, Unit Leaders at Roach School receive no released time to take care of the extra responsibilities which are a part of the job. This causes leaders

to work on accomplishing these tasks after school hours. A tremendous amount of time is required by these responsibilities.

There are several conclusions which might be drawn from the three points mentioned above. Unit Leaders not being appointed can be a problem. It is good to have a consensus of the unit's teachers agreeing on the leader because they must work with the leader. However, with a job description and qualifications, the job would be handled more efficiently. The persons working in this capacity would feel a greater responsibility to the position, and they would know exactly what was expected of them.

Additional compensation would be one method of giving some reason for spending the extra time which is required. This would also follow through with the whole idea of a job description and qualifications. Potential leaders could apply for the position and then be selected on the basis of those who meet the specific qualifications.

Released time is a prime consideration. Unit Leaders at present become very frustrated and are under a great deal of pressure to complete work. This has tended to "burn out" the person who is willing to take on these responsibilities.

At present, with no compensation or released time, it is a very thankless job. The attitude of the members of the unit can be a tremendous influence on how Unit Leaders see their jobs. Leaders who are able to stimulate and inspire true sharing and cooperation among the team will find the job much more rewarding. It is for this reason that it is important to have someone qualified and someone able to work with people on the highest level.

A Roach School Unit Leader's job description should be written and a series of job qualifications should also be written by the entire faculty. By doing this and compensating the Leaders, they would be in a slightly different position than the classroom teacher. A different position is important due to some of the responsibilities taken on with the job and the decisions which must be made by the Leaders.

The Leaders plan the agendas and meet with their units once a week. Input from the unit members is sought. The discussion which took place at the Instructional Improvement Committee is outlined for the unit. The Math, Reading, and Social Studies groups are discussed. Plans for upcoming units of study are made. Problems with individual students are discussed. Each member gives input into the problem, and the unit tries to do what is best for the child. Children are tested in the fall and are pooled together disregarding class lines. Teachers teach where the need is. Children are in different groups for each subject, depending upon their own backgrounds. The unit members move children when they deem it necessary. It is the Unit Leader's responsibility to coordinate and to know what's going on within the unit.

INSTRUCTIONAL IMPROVEMENT COMMITTEE IN

AN INDIVIDUALLY GUIDED EDUCATION SCHOOL

The Instructional Improvement Committee has as its members basically the principal as chairperson and the Unit Leaders. Dependent upon location, it may include special teachers, resource teachers of art, music, and physical education, and a parent representative. Consultants from the central office staff may also meet as needed to consider particular subject areas or functional concerns. There are six unique functions of the Instructional Improvement Committee.

1. Establishing educational objectives for the entire school.
2. Coordinating the plans and activities of the school's units to achieve continuity in the educational program.
3. Coordinating the use of facilities, equipment, and curricular materials that are utilized by the units.
4. Analyzing and communicating with the community and involving parents and other citizens in an effective program of home-school-community relations.
5. Coordinating the school's in-service staff development program and the preservice teacher education program.
6. Coordinating research and development activities in the school.¹¹

Instructional planning is the most difficult job for the Instructional Improvement Committee, and the major portion of its agenda should be related to this task rather than consideration of routine matters. The principal, as chairperson, formulates the agenda in consultation with the Unit Leaders, and together they share a large responsibility for the success of the Individually Guided Education school.

¹¹Ibid., p. 29

INSTRUCTIONAL IMPROVEMENT COMMITTEE

AT ROACH SCHOOL

The Instructional Improvement Committee at Roach School functions much as the Klausmeier, Rossmiller, and Saily book stated. The committee uses the greater share of its time in "coordinating the plans and activities of the school's units to achieve continuity in the educational program."¹²

The Instructional Improvement Committee consists of the Unit Leaders from each unit. They meet regularly with the principal. Minutes are kept of these meetings, they are given to the Unit Leaders, who share them with the unit members. Each unit contributes items to the agenda of the Instructional Improvement Committee. As they discuss situations and problems within their unit, they feed things to the Instructional Improvement Committee. These are then discussed and applied to the entire school when it applies.

These committee meetings do not cut out faculty meetings. There is a real need for teachers not to feel cut off from the principal. A faculty meeting is held once a month, and teachers are always in direct contact with the principal whenever they need his assistance.

Each member of the Instructional Improvement Committee at Roach also serves on the Parent Advisory Council as a non-voting member. This council consists of representative parents from each level who make suggestions and help with problems as they arise in the school. They are very instrumental in getting parent support for various projects.

¹²Ibid., p. 29

CHAPTER II

INSTRUCTIONAL IMPROVEMENT COMMITTEE MINUTES

OVERVIEW

The writer functioned as a Unit Leader at Roach School. This entailed serving on the Instructional Improvement Committee (I.I.C.). As a part of this service and for the field study, minutes were taken for each of the meetings attended. This had not been done previously, but it was felt to be a needed practice to keep continuity in reporting to the units. The minutes were then distributed to each Unit Leader for reporting.

A copy of these minutes follows. Any additional meeting minutes are also included in this section. Related materials can be found in the noted appendixes

I. I. C.

January 26, 1977

The Individually Guided Education Workshop for Pact III will be held on February 3, 1977, at the E. H. Mellon Building in Champaign. The registration fees and meals will be provided for those who attend.

Mr. Mellon would like to have a count of the number of teachers and students watching the educational television. The cost to the school is \$2.50 per pupil.

A list of possible improvements in the school is needed by Mr. Mellon. If each unit will begin discussion, a list will be compiled.

The need to have reading twice a day in our regular reading groups was discussed. Each teacher has reading within his own classroom, but they can't continue with the regular reading series. Scheduling is so tight that it is nearly impossible to find a time to collectively have more reading. This problem will need to be continually discussed and possible solutions written down.

I. I. C.

February 2, 1977

Maintenance jobs and capital improvements to the building were discussed.

Many jobs have priority. After a list is made, priorities must be set. Unit Leaders should discuss with their units any suggestions they might have. These suggestions should be ranked according to priority. A couple of suggestions for maintenance were made. The sidewalk needs to be redone. It is badly in need of repair. Also, the entire playground needs to be sealed.

Middle schools are scheduled to visit elementary schools on February 16. Roach will not be visited due to the fact that junior high students are more interested in grades 4,5,and 6, and Roach is Kindergarten through grade 4.

Miss Woods, the Director of Elementary Education, will be visiting Roach on February 21, from 1:00 to 3:00 p.m. Any student teachers wishing her to visit, please notify Mr. Mellon immediately. Anyone can expect her to drop in during the afternoon.

The Creative Workshops were discussed. There are two more to be scheduled before the end of the year. Members of the creative committee should be contacted and hold a meeting as soon as possible so they can report to the faculty on February 7.

A faculty meeting will be held on February 7, at 3:10 p.m. in the auditorium. The agenda will include a report of the creative committee and a report from

Marion Woyna, Materials Center Consultant, about some new materials in the Materials Center.

The problem of child abuse was discussed. The Department of Children and Family Services was felt to be much in need of assistance in personnel because cases were not being taken care of soon enough. In order to better understand child abuse, the law, and D.C.F.S., a child abuse program will be given by a D.C.F.S. staff member and a University of Illinois student. This program will be scheduled for sometime very soon.

Student folders need to be organized. There are cards for Lippincott and Ginn reading progress. They need to be updated so that when students move to new schools the reading progress will have been up to date. Discussion needs to begin on making a card for Alpha progress. Since this program is unique to Roach, we will have to make our own. Suggestions from units should be solicited.

Mr. Mellon needs the number of conferences scheduled and the number which actually took place on both In-Service Conference days. Each Unit Leader should get this information from the teachers and give it to Mr. Mellon as soon as possible.

The Conservation Department will provide mini-posters for each child for National Wildlife Week. They are also holding a conservation course for primary teachers this summer. One for intermediate teachers will be held the following summer.

PACT III MEETING

February 3, 1977

E. H. Mellon Building

Champaign, Illinois

The evening session began with a dinner after which a description of the evening's program was given.

The first session was on "Mainstreaming". A definition of mainstreaming was given as follows:

"Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each such child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with non-exceptional children; and that special classes, separate schooling, or other removal of an exceptional child from education with non-exceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including non-exceptional children, even with the provision of supplementary aids and services."

Examples of mainstreaming were given, and various questions were answered.

The discussion was centered around the new proposed Special Education Law (Public Law 94-142). Various aspects of the law were brought out, such as the 30-day time lapse for educational plans, liability, etc. The basic idea of the law was well received, however, the faculty members present were very concerned that for the breadth of the law there may not be the supportive services. Team building skills, as shown in Appendix A, was the second group presentation.

I. I. C.

February 9, 1977

Several announcements were made:

1. Operation Thrust will be held this summer for a \$5.00 fee. This will be for grades 1-3.
2. Lists of materials ordered for next year from Riverside are available from Unit Leaders.
3. Cooperative Extension Service has programs available on nutrition. See Unit Leaders for details. A ditto sheet describing the program was distributed.
4. If interested in the State Young Authors Conference, see Mr. Mellon for details.
5. Clear contact paper belonging in the Office -- where are you?
6. When borrowing materials for each other, please see that names are written down. Library materials cannot be located easily by others if a careful check is not made.

A discussion was held with regard to curriculum problems. Many teachers are finding that areas of the DMP math and Alpha reading are not meeting the needs of children. The children are needing much supplemental material, seemingly so much so, that questions have arisen with regard to the validity of DMP and Alpha as programs. It was felt that in order to air some of these feelings, some positive action is needed. After much discussion, it was decided to handle this in two ways: 1.) Brainstorm positive and negative aspects of both the reading and the math programs. 2.) Disseminate a list of these

items and go over them in individual unit meetings with regard to how they could be handled as seen now.

Mr. Mellon reiterated the procedure for making major curriculum changes. The changes must go through the proper channels: 1.) the unit, 2.) I.I.C., 3.) Downtown permission. Permanent changes can only be made once a year at the end of the school year. Small group instruction can use different approaches without permission. This can be done to meet individual needs.

The next item of business was a discussion of the scheduling of specialists. How can they be used without interfering with needed time for the academic schedules? The units need to discuss this area and try to come up with some solutions. This seems to be something which affects our academic time to the point that it's hurting the reading and math.

The need for checking through pupil folders was discussed. They need to be weeded out. It would seem to be beneficial to join with someone else at a similar grade level to check each other.

I. I. C.

February 16, 1977

The Cooperative Extension Service has a program on nutrition for children. A count needs to be made of those teachers interested.

The half-day In-Service program will be a visit to Johns Hill Junior High School. A note will be coming soon.

A report on the Illinois Leadership Planning Conference was made by Jill Schultz and Connie Newton. A copy of the report follows.

Nikki Barker gave a report for her unit about a traditional spelling group that has been formed. There were several children in Unit III unable to cope with the Ginn Individualized Spelling, therefore a separate spelling group was formed for them.

Cardio Pulmonary Resuscitation training is available on May 19 and 25. Each Unit Leader is to report the number of teachers who would wish to take the course.

The Parents Advisory Council will meet soon. Equipment has been collected for the play area, along with old tires. As the weather improves, the area needs to be completed.

ILLINOIS I.G.E. PLANNING CONFERENCE

February 14 & 15, 1977

Urbana, Illinois

The meeting began by viewing a filmstrip which explained the State I.G.E. Network and how it is to function in serving individual teachers. This viewing accomplished the first goal of the conference: To become more knowledgeable about the State Instructional Coordinating Council, specifically the Illinois I.G.E. Leadership Council. Much discussion followed about the role the Illinois Office of Education is, could, and should possibly play in the I.G.E. Network in Illinois. It was decided not to work on gaining more interest from I.G.E. directly at this time. It was the feeling of all those in attendance that the regional areas, or PACTS, should first of all become more cohesive and workable. With this feeling in mind, the following conference goals were worked on. The results as they relate to PACT III follow each goal.

- (1) To establish a coordinating council for each P.A.C.T.

PACT III decided that the following people should constitute its coordinating council.

- a) two representatives per district, one being a principal and one being a unit leader
- b) a university representative
- c) an Illinois Office of Education representative

Mr. John McGinnis of Champaign has agreed to serve as chairman until a new one can be elected.

- (2) To develop bylaws for each P.A.C.T.

PACT III decided this should be a function of its coordinating council, and so this was tabled until the next coordinating council meeting.

(3) To develop proposals for P.A.C.T. programs.

Dr. Walter Krupa of the Wisconsin Research and Development Center was the consultant in attendance for this particular goal. He made some comments which pertain particularly to Illinois I.G.E. There are currently approximately 160 I.G.E. schools in Illinois. There is some research done by the R & D Center which tabulated the numbers of reading and math series which could be used with an I.G.E. Program. There are 86 different series for reading and 47 for math. Dr. Krupa feels the PACT system is a way to have in-service with others using I.G.E. It should function as an educational problem-solving body for I.G.E. Dr. Krupa brought a calendar and description of some I.G.E. Leadership Workshops to be offered in 1977. He also disseminated a set of guidelines for project proposals. The R & D Center's effort to support I.G.E. state networks in 1977 includes the support of state program projects. As a part of this effort, the R & D Center is prepared to fund activities sponsored by states that promote the implementation and refinement of Individually Guided Education. After going over the guidelines point by point, each P.A.C.T. was to discuss some possible proposals. A committee from the Illinois Leadership Council will meet on March 25 to approve proposals submitted prior to that date. Formal approval will come at the April 28 Leadership Council meeting.

PACT III came up with the following proposals to be discussed at the next Coordinating Council meeting.

- a) Math Workshop - coordinators from R & D Center
- b) Renewal Workshop
- c) Responsibility Education/I.G.E (Develop a brochure)
- d) What is a P.A.C.T. (Develop a brochure)

(4) To identify I.G.E. schools and resource people in each P.A.C.T.

Each PACT went through the mailing list of the state. It was updated for each area. New names were added. I.G.E. programs which do not exist anymore were deleted. Schools which the PACT was unsure of will be contacted.

(5) To become more knowledgeable about the role and purpose of the P.A.C.T.

Through all the discussion about the above objectives, the role and purpose of a PACT becomes quite obvious. There is a large need for individual teachers to feel a connection with the organization of I.G.E. Through the PACT this does occur. It also provides the basis for teachers to share ideas and problems about dealing with children on an individual basis.

The meeting adjourned with the nominating committee to work on a slate of officers and the proposed bylaws to be read and discussed. Both will be voted on at the April 28th Leadership Council meeting at the Hillside Holiday Inn in Hillside, Illinois. Related materials may be found in Appendix B.

I. I. C.

February 23, 1977

Suggestions were made for PTA programs during March and April.

March - Crafts Fair (Possibly display crafts made on March 3rd and 4th.)

April - Science Fair (Each grade level might make a suggested list of projects to be sent home.)

Units I and II reported on the brainstorming session that was held last week. The idea was to come up with the positive and negative aspects of the reading and math programs. (A copy of the results can be found in Appendix C.) This past week we discussed in the individual units some solutions to the negative aspects. Some solutions follow.

1. Math hour divided into 15 minutes of skill time for supplementary purposes and 45 minutes of regular math.
2. Look over Scott Foresman series at each grade level and correlate it with DMP for supplementary areas.
3. A math room.
4. Possible schedule changes:
 - (a) 9:00 - 9:15 Math Skills
 - 9:15 - 10:00 Math
 - 10:05 - 10:15 Recess
 - 10:20 - 11:45 Reading
 - (b) 9:00 - 10:30 Reading
 - 10:30 - 10:40 Recess
 - 10:45 - 11:30 Math (Social Studies/Science)

Each of these will be looked into as an evaluation is done of the reading, math, and spelling programs.

The possibility of a workshop to be held this summer was discussed. It would be possible to obtain Board credit or University credit. There seems to be a large interest in a course in math.

Mrs. Marge Handley, reading strategist, distributed copies of a coded and tabulated list of how S.A.R.I. materials will relate to the reading series in use. (Materials may be found in Appendix C.)

Dr. Innebell Kirby will meet with the I.I.C. on March 2, 1977, at 2:45 p.m. She will help plan our end-of-the-year evaluation and explain our past test results.

The crafts days will be on March 3rd and 4th from 1:10 to 2:00 p.m.

I. I. C.

March 9, 1977

Officer Safety will be in the building from March 14 through March 18.

The schedule will be in the boxes.

The Young Authors manuscripts for the local Young Authors Conference must be turned in to the office by March 14. The state manuscripts must be selected on the basis of one per grade level.

Volunteer Week will be April 18 through April 24. Recognition for our volunteers was discussed. The Kindergarten volunteers over the city will come to Roach to view the living center which volunteer hours created. Other events to recognize our own volunteers will be coordinated by each group which has volunteers in their rooms.

In-Service Training will be March 18, 1977. The elementary teachers will discuss Educational Plan I (the new name for A-160) and/or Program Evaluation for Roach (describing what we have done). We discussed at length what this should entail. Connie Newton will be in charge of the Primary block and Nikki Barker the Intermediate. Mr. Mellon will spend half time with each group.

Grade cards will be distributed on March 25.

The Instruction Improvement Committee will meet on March 21st at Connie Newton's house. It is hoped that we can accomplish writing the evaluations to be used for reading, math, and spelling.

The In-Service visit to the Jr. High schools was discussed. A short written evaluation from each unit member should be given to the Unit Leader who will in turn give it to Mr. Mellon.

Cardio Pulmonary Resusitation classes will be held at Roach on Thursday, May 19, and Wednesday, May 25, from 3:10 to 5:45 p.m.

I. I. C.

March 16, 1977

The budget has a substantial amount left. Math materials will need to be ordered out of this plus some storeroom supplies. This leaves some money in excess to be used for classroom materials.

Mr. Snack will be here to talk to the children about the April P.T.A. Science Fair. He will give suggestions for possible projects that children can do. The schedule is as follows:

Thursday	March 24	9:00 - 10:00 a.m.	Unit III
Thursday	March 24	10:00 - 10:30 a.m.	Unit I
Friday	March 25	9:00 - 10:00 a.m.	Unit II

The presentations will be in the auditorium for Units III and I. Unit II will meet in the cafeteria.

Last year's instructions to students were reviewed. Changes were made, and it will be run off for students.

The March 17th P.T.A. meeting was discussed. Craft displays will be in the basement hallway with 3" x 5" cards available in the office for names of students who are demonstrating and displaying a craft.

The tables will be labeled ahead of time, and students can report to their station according to labels.

A discussion was held as to a summer workshop. Ideas should be submitted to Mr. Mellon right away. The time may be too late already.

In-Service Day will be Friday, March 18. Alternatives to Alpha Reading and low test scores will be discussed. A-160 will also be discussed. Units I and II will discuss Alpha, then A-160. Unit III will discuss A-160, then Ginn Spelling. Mrs. Reiman, the nurse, will present some health aspects of A-160 in each group. One hour will be spent on each area, (Results may be found in Appendix D.)

Railroad Safety Program will be in the auditorium for Unit III on April 25, at 9:15 a.m.

I. I. C.

March 31, 1977

Evaluations for reading and math were read and discussed. Not all evaluations were received. Those not received by the deadline will not be tabulated. (Forms and results may be found in Appendix E.)

Dr. Grado from EIU called to say that Eastern could not bring a workshop to Roach this summer. They could in the Fall, however. An assessment should be made as to whether there is an interest in having a course in the Fall.

On April 4th, Ann Gerhold from Cooperative Extension will be here to present programs on nutrition. The schedule is as follows:

Unit I	10:30 - 11:00 a.m.	
Unit II	11:00 - 11:30 a.m.	
Unit III	1:00 - 1:30 p.m.	McEuen, Barker, Sander
	1:30 - 2:00 p.m.	DeLong, Aubel, Grider
	2:00 - 2:30 p.m.	Darflinger, Jerome

National Volunteer Week - Volunteers for Kindergarten from the city are coming to see the family living room and motor skills room on April 19, 9:00 a.m. to 11:00 a.m. Talk to Pauline about volunteers and others.

Histograms were examined - 2nd graders in 1976, 3rd graders in 1977 to show academic change due to school reorganization.

Schedule for Cole Marionettes:

1:00 p.m.	Unit I plus Rooms 5, 203, 206, 211, and 212
2:00 p.m.	Unit II plus Rooms 109, 205, 209, 210, and 214

I. I. C.

April 6, 1977

The Easter Bunny Committee reported that all plans are in order for tomorrow. The mysterious visitor will be in the building from 1:30 - 3:00. Jelly beans are being provided by the teachers. A coffee can in the lounge will be used to collect 50¢ from each teacher.

Spring testing will be April 25 - 29.

Mr. Mellon will be out of town April 18, 19, 20, and 21. He will be attending the National Elementary Principals Association convention.

Kindergarten screening will be held April 18 - 21 in the gym. P.E. classes will be held outside or in the cafeteria, dependent upon the weather.

Kindergarten volunteers from the city will be here to visit the motor skills room and family living center on April 19, from 9:00 to 11:00 a.m.

Voting will be held outside the auditorium on April 19.

Decatur Area Teachers of English are holding a banquet. The speaker will be Dale Crawford on Testing. This will be held on April 12, 1977. See bulletin in the faculty lounge.

No faculty meeting will be held in April. Mr. Mellon will be out of town one week, and we have no school next Monday.

An S.R.A. practice test is available for practice on using the grid and taking the test. Let Mr. Mellon know immediately.

Roach will receive \$9,971.00 for their budget. Each item was discussed, and amounts were suggested. (The completed budget may be found in Appendix G.)

Units should tally what DMP, Spelling, and Science materials are to be ordered for next year.

An Environmental Studies Questionnaire was completed.

I. I. C.

April 13, 1977

A letter was received from Tom Romberg of the R & D Center. They are involved in a Phase I Evaluation project for I.G.E. They wanted to use the first and fourth grades this Spring and next Fall. We will not be able to participate due to the fifth grades being at Washington.

An I.G.E. Renewal and Refinement Workshop will be held at the Hillside, Illinois, Holiday Inn on April 28, 1977. It will be from 9:00 a.m. to 3:30 p.m. Jill and Nikki will decide within the next week whether they will attend.

A copy of the teacher evaluations for Reading, Math, and Spelling was distributed. These will be distributed to the faculty at a faculty meeting in the near future. (A copy of these evaluations may be found in Appendix E.)

Units should be reminded that when they are on recess duty they should patrol the playground area fully.

I. I. C.

April 27, 1977

Mr. Mellon presented an I.G.E. questionnaire to be completed by the I.I.C.

We reviewed the seven components and then completed the questions.

If a substitute is to be called, it is not official until Mrs. Cordes calls them. Mr. Mellon will contact Mrs. Cordes, and then she is the official contact with the substitutes.

There will be a faculty meeting on Monday, May 2, 1977, at 3:10 p.m. in the auditorium. A-160 Evaluations must be turned in to the office by May 20.

I. I. C.

May 11, 1977

Miss Maxine Wood, Director of Elementary Education, was present.

The test results were discussed as they apply to curriculum areas. (These test results may be found in Appendix E.) The turnover in population has been:

Children In	192
Children Out	<u>152</u>
Total	344

The school population is 466.

A note must be sent to CAC so that Board credit may be obtained for a workshop on Math to be held this summer. Mary Montgomery will be present to promote DMP, especially to those people new to DMP. After discussion, it was felt that we could take a day during school for those not having any training in DMP. The funds would be from gifted.

Several recommendations will be made to the faculty for curriculum next year. These will be made at individual unit meetings on Monday, May 16.

I. I. C.

May 18, 1977

A meeting of the Advisory Council is needed. The date of June 1, 1977, at 7:00 p.m. was selected, with an alternative date of May 31. Miss Wirfs will present some ideas for speech. Some curriculum ideas will be discussed.

A Unit Leader election should be held within the next week so that the Units can be organized for next year.

Mr. Mellon has received some new books about I.G.E. and some mimeographable materials.

The noon hour and recesses were discussed. There will be further discussions later.

I. I. C.

May 25, 1977

Mrs. Cheryl Miller from the P.T.A. was with us to discuss possible P.T.A. programs for next year. The suggestions were:

September:	Open House
	Dalls Beyer - Mainstreaming
	Each Special Ed. area to describe its program
December:	Christmas Decorations
February:	Founder's Day
March:	Craft Demonstration
April:	PomPoms, Science Fair, Awards
(If do December, won't have October)	

Linda Watson asked that her PomPoms perform for the students next Wednesday. Also, there will be a basketball demonstration. This will be on Wednesday.

2:00 - 2:25 p.m. Unit I plus Rooms 203, 206, 211, and 212

2:25 - 2:45 p.m. Unit II plus Rooms 109, 205, 209, 210, and 214

Students watching should frame the basketball courts, then move along the fence to watch the PomPoms.

1977 - 1977 School Year

The 1977-78 school year began on August 24, 1977. The first two weeks of school were spent in making schedules for the specialists. The Instructional Improvement Committee formulates these schedules. Physical education and music were scheduled. Music is once a week per classroom. Physical education is once a week per classroom for one semester and twice a week per classroom for the other semester. A great effort is made not to interrupt the reading and math schedules of each unit. This is not always possible. An attempt is made to have each unit share the number of interruptions. After the scheduling was finished, a great deal of placement testing was done for all students, and grouping procedures followed. All children in the unit were pooled, and numbers of students at various levels were noted. Teachers were dispersed among the groups of children. Some shifting is done at a later time if children are not successful at their level. Reading and Math are grouped in this manner. Science and Social Studies groups were formed on the basis of equal numbers from each of the three classrooms. One instructional unit is taught at a time with each teacher taking a section. For instance, a Science Unit would be animals. The three topics would be properties, birds, and pets. Groups of students are rotated among the teachers. These groups are an even mixture of classes and ability levels.

I. I. C.

September 6, 1977

Problems with scheduling were discussed. They will be ironed out.

First grade reading as it applies to Title I was discussed. Title I is concerned about having more than two series to correlate. Scheduling various Title I reading groups is a problem because they have to correlate with the reading groups in the room.

Ginn placement tests should be given only once. They lose their effectiveness if given more often. It should be given following Level E in Lippincott.

Innovative Funds are available. The crafts series of last year would not work for a gifted proposal this year because not every child is truly gifted. Mrs. Woyna wrote the proposal. Children will be picked to work in the library individually. They will be identified by test scores and teacher observation. No more than 10% of the children from any room can be identified as gifted. The proposal will be put in everyone's mailbox when it is returned.

Anyone interested in working on a UNICEF campaign see Mr. Mellon.

A school district newsletter will be published. Adele Glenn and Bill Homoky are the board members in charge. The publicity chairman in each unit should submit something to the P.T.A. newsletter each month, and then if applicable, send it to the district letter. (Mrs. Hill at the Keil Building)

P.T.A. Meeting Business:

1. A vote will be taken on whether to begin the meetings at 7:00 instead of 7:30 p.m.
2. Discussion will be held about whether to mail the newsletter or to have the children carry it home.

I. I. C.

September 13, 1977

Everyone going back to their rooms after lunch on a rainy day - use the center stairway. This will eliminate passing other rooms.

Discussion was held about inserts in the report cards to report levels of reading and math. Each unit should devise one that is usable for them.

McLean County Reading Conference:

Saturday, September 17, 1977

University Union

Officer Safety will be here on Friday, October 14. Officer Martin will be the new safety officer. He will come to each classroom for about 5 minutes to introduce himself. Later this year he will return for a week. Unit I and Unit II will be visited in the morning and Unit III in the afternoon.

The Dairy Council has some kits available for teachers. If 100% of the teachers in the system come to a two-hour workshop about them, the council will donate the kits to each room. Mr. Mellon asked which units would be interested. It was the feeling of all of the unit leaders that the teachers at Roach would like to participate. It was suggested that an In-Service Day be used to guarantee the 100% attendance.

Nikki Barker reported on the Houghton-Mifflin Social Studies program presentation. It seems to emphasize the child as a person plus social skills.

I. I. C.

September 20, 1977

Various ideas on rules for the playground tires were discussed. It was hoped that there would not need to be too many rules, because they would just be broken. One Main Rule: Don't stand on the tires. If newness doesn't wear off in about a week, some other restrictions might be needed. For instance, one rule might be that the day your teacher is out you may use the tires.

September 29th is an In-Service Day in the building. A report will be made on the Title IV Desegregation Training Institute. Some of the details will be carried out at this time. A committee of those who attended the workshop will plan the afternoon for In-Service. They will meet Thursday, September 22, after school. The committee includes Nikki Barker, Cheryl Turner, Darla Mendenhall, Kay Paul, and Jill Schultz.

The A-160 goals should be reviewed and a final evaluation system for the new goals added last spring should be written. If we have time, part of the In-Service Day will be spent working on these goals.

A letter was received from Jane Anderson about courses at the Carriage House. The mini courses are for four weeks for a charge of \$5.00.

Various replacements for the Parent Advisory Council were discussed. After coming up with suggestions, they will be contacted. The first meeting will be held on October 25, at 7:00 p.m.

Coffee will increase to 10¢ a cup beginning on Monday, September 26.

I. I. C.

September 27, 1977

An estimate was done of children to be in various reading levels for next year. This is a trial estimate in order to have enough books ordered next year.

A resource survey was completed. It involved what resources in I.G.E. are available at Roach and in Illinois.

Records should be completed with great detail for reading and math. This would help for next year's placement.

The North door will be left open during recess to aid getting students in more quickly after recess. If there is a problem, we will assess again.

I. I. C.

October 4, 1977

The first Advisory Council meeting will be at 7:30 p.m. on October 18, instead of October 25. Members of the council are:

Kdg.	-	Mrs. Annette Summers
1st	-	Ms. Gladys Murphy
2nd	-	Rev. Don Canfield
3rd	-	Mrs. Marilyn Wriglery
4th	-	Mr. Kenneth Gritton
EMI	-	Mrs. Marie Braden
LD	-	Mr. Stan Kline
AMI	-	Mrs. Susan Burger

An election will be held during the meeting to select a chairperson for the year.

An In-Service Evaluation form was developed. These should be completed and returned to the Unit Leader.

CHAPTER III

EVALUATION

The field experience which the writer completed as Unit Leader in an Individually Guided Education school was a very profitable one. There were many growing experiences and much was learned.

There were some very successful and some less successful experiences during the year. An attempt will be made to sight some of the experiences and recommendations.

In unit meetings, many topics were covered. Meetings were not held weekly as is the recommended timing. Most members of the unit felt that weekly meetings were not needed, so the unit met only as the need arose. For this reason, many discussions of individual children's levels were held teacher-to-teacher or were held in an informal meeting. These were usually spontaneous, and therefore, things were not as organized as they could have been. This author would recommend that anyone in the unit leader's position hold biweekly meetings. Biweekly meetings would be good if for no other reason than to see that everyone gets the same information and ideas at the same time. When spontaneous meetings are held, or notes with information are passed, it is easy for misunderstandings to happen. It was attempted many times to cut down on the number of meetings for everyone's sake, and this resulted in some weaknesses in communication.

Keeping up morale in the unit seemed to be a struggle at times. The unit leader is a person caught between the teachers of the unit and the principal. Most team members' comments on school policy or curriculum, positive or negative,

go directly to the unit leader to be taken to the Instructional Improvement Committee. At Roach, as has been said before, the unit leaders are not paid. For this reason, it is hard to counteract the discontentment of the unit. The unit leader is still actually no different from peers on the faculty. The leaders have no real authority. Many persons give concerned criticism and suggestions. These persons are no problem. But, the irrational anger that is vented to the unit leader as a middle person is hard to contend with rationally. It asks much of a volunteer leader to take the brunt of the discontentment of team members. This does not become a problem often, but it is an experience that at times must be handled. The unit leader must be able to handle these situations so that the morale remains high, and members feel they have been able to express their feelings positively and negatively. The unit had its share of problems such as these, but basically problems were worked out each time. Five to eight people working closely are bound to have differences from time to time. The team was able to work closely, and through some traumas the group has learned how to work out our differences more easily than when the project began.

The Instructional Improvement Committee functioned well. It met weekly and was consistent in these meetings. One needed improvement was made. The minutes of the meetings were written out by one member, the writer, and distributed to the other unit leaders and the principal. This added to the consistency with which communication came to each unit.

Another positive move that came was monthly scheduled faculty meetings. Faculty meetings originally were only held as needed. This led to the feelings of distance between the principal and the faculty. The unit teachers had only minimal contact with the principal. And, much of the time, business was

handled through the Instructional Improvement Committee. Monthly meetings were scheduled in an attempt to give the faculty more direct contact with the principal.

RECOMMENDATIONS

To provide for more consistent leadership and unit leader role security, the writer recommends that when implementing Individually Guided Education an attempt should be made to do the following if at all possible:

1. The unit leader should receive some sort of monetary compensation so that there is an administrative status. This gives a backing for administrative decisions which must be made by the unit leader in the absence of the principal.

2. The unit leader should meet certain qualifications in order to be the best possible person. The leader needs to get along with people, have enough educational background to deal with individualization problems, and have a basic knowledge of school law when left responsible for the unit.

3. Potential leaders should have to apply for the position. This way, the principal can look at each candidate and select the person best qualified to carry out the goals of Individually Guided Education. Also, the principal has direct control over the persons he has working in this responsible position. As it is, the leader at Roach was elected by the unit. This took the control completely out of the hands of the principal.

4. To keep lines of communication open within the unit, biweekly meetings should be held.

5. To provide the unit leader with time to perform the duties the role requires, release time should be provided. This would take some of the pressure off the leader.

6. If none of these things can be done, there should at least be some note made in the personnel folder of the leader to show that time was spent in this capacity. This is a responsibility and should be noted for future reference.

As in any position of leadership, there is much growing and learning. The writer was pleased to have worked in this capacity and would not hesitate to recommend this experience to anyone.

APPENDIX A

P.A.C.T. III MEETING

TEAM BUILDING SKILLS

as presented in

INDIVIDUALIZING INSTRUCTION AND KEEPING YOUR SANITY

by William M. Bechtol

An effective team has:

- 1) Open communication
- 2) Living philosophy
- 3) Helping relationship
- 4) Problem-solving ability

Remember - team members can be like "All in the Family" and be all right!

Team teaching is a formal type of cooperative staff organization. (If teachers refer to "Mrs. M's kid's", this is not team teaching; it is trading kids.)

Advantages of Team-Teaching:

- 1) Better utilization of staff.
- 2) Greater flexibility of grouping, scheduling, and use of space.
- 3) Increased opportunities to individualize instruction.
- 4) Greater opportunity for in-service growth of teachers (team members help each other grow and develop their potential).
- 5) Better preparation and better interaction.

Team Building Sequence:

- 1) Getting acquainted - "Joe, Harry Window" *
 Proud Whip, "My name is _____ and it means _____ to me."
 "If I could be anyone else, I'd be _____ because _____."
 Personal Unfoldment,* Paired Interviews *
- 2) Developing trust* - Being able to discuss problems with team, freely.

* See explanation in following pages

- 3) Clarifying values - Value shield *. Preferred Qualities of Children * exercise.
- 4) Setting goals - helpful to use "We agree ..." * approach in building philosophy and goals.
- 5) Identifying strengths - strength bombardment *
- 6) Solving problems - Stages of Group Development *, Leadership *, Helper-Helpee relationship *, Movie - The Unit Meeting

Personal Unfoldment

"We are going to do depth unfoldment. I will have six minutes, as will each team member, in which to unfold in a personal way so that you will become better acquainted with who I am as a professional educator and who I am as a person. Each of us will share those experiences from early in life to the present moment that we feel have contributed to our being the persons we are now."

Paired Interviews

Choose a member of your team whom you do not know well. It is your task to find out in an interview as much about your partner as possible. After an eight to ten minute interview, return to the group and tell about the person you interview

"We Agree"

The purpose of the "We Agree..." is to build a living team philosophy. The team lists as many statements as possible that they all agree on, such as "Children learn...", "the role of the teacher is...". The "We Agree" step helps each team member internalize the team philosophy.

Strength Bombardment

Each team member will need a sheet of paper. At the top of the left column is written Strengths Others See In Me and at the top of the right column, Strengths I See In Myself. The name of the person whose strengths are to be identified is written at the top of the paper. Papers are placed so that all team members can walk to the paper and write. When everyone is finished, each person explains why they wrote the strength they did or clarifies what the strength means.

Then the person whose strengths have been listed stands and validates or negates the strengths by checking them in the column titled Strengths I See In Myself. The process continues until every person in the group has a record of their personal strengths.

Stages of Group Development

<u>STAGE</u>	<u>PERSONAL RELATIONS</u>	<u>TASK FUNCTION</u>
1	dependency	orientation
2	conflict	organization
3	cohesion	data-fed
4	interdependence	problem-solving

Bechtol says that conflict will always occur. Everyone won't always agree. Face it and deal with it. Move to Stage 3. Not too many get to Stage 4. Know each other's differences and accept them.

Leadership

Leadership is the ability to get people to complete tasks and to work together. Leadership has two parts: (1) having authority, (2) authority is accepted. The purpose of leadership is to get the job done.

Helper-Helpee Relationship

In team building and team work, have "Helper-Helpee Relationship" -- (1) share problems, (2) discuss and clarify problem, (3) team members offer suggestions, (4) problemee selects best suggestion.

I.G.E. Management is based on Trust

- 1) Unit teachers trust students
- 2) Trust each other within the unit
- 3) Teachers must trust others in school

Preferred Qualities of Children

Instructions: After reading completely through the qualities or characteristics of children, as listed below, assign number "1" to the quality which you believe would be the most desirable quality in this list for a (6) year-old child. Then assign "2" to the attribute which you regard as second most important, "3" to the third most important, and so on, until you have assigned a number to all ten of those listed qualities. You may, of course, change your mind or correct any assigned numbers as you go along. Please assign a number to each of these ten attributes, even if you find it quite difficult to make some choices. No tie scores, please.

BOY

GIRL

_____	responsible and trustworthy	_____
_____	neat and clean	_____
_____	curious	_____
_____	interacts well with others	_____
_____	condiserate and cooperative	_____
_____	assertive and self-reliant	_____
_____	able to make friends	_____
_____	respectful toward adults	_____
_____	fun-loving and carefree	_____
_____	imaginative and creative	_____

THE JOE - HARRY WINDOW

Things about myself that I..

KNOW

DON'T KNOW

KNOW

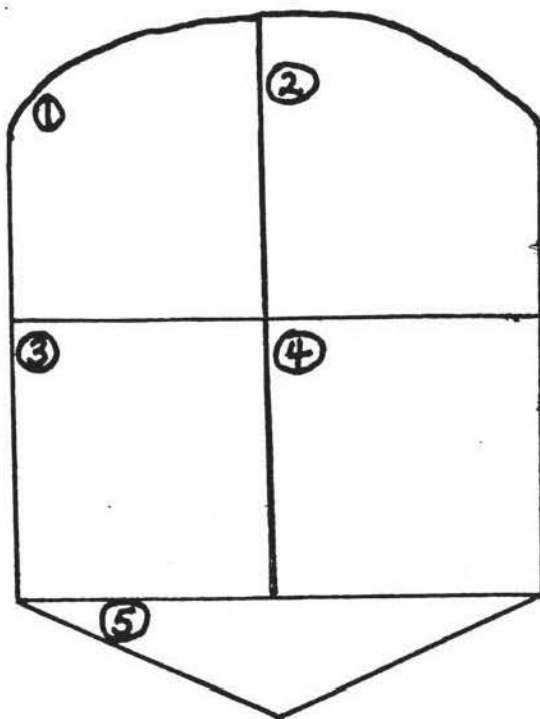
Things about myself that others....

DON'T KNOW

Common Knowledge	My blind spots such as bad breath-that my best friends haven't said yet
My secrets and things I haven't had a chance to tell yet	My hidden potential and things I never dreamed I could do or be

One caution: Team building is not open, free-wheeling sensitivity training; team members cannot handle intimate personal details and work together daily.

In a good team the Common Knowledge Box grows larger and larger. As it expands, it dips into the Hidden Potential Box, and gradually each team member becomes more effective.

VALUE SHIELD

1. Your greatest achievement to date.
2. Something you value.
3. A disappointment.
4. Picture - You have one year to live - What would you do with your life?
5. If you were to die tomorrow, what 3 words would you want people to say about you?

APPENDIX B

STATE P.A.C.T. MEETING

Two items of concern had been proposed from Roach School. These were to be discussed by participants at the State P.A.C.T. Meeting. The statements of concern and suggestions follow.

Questions and Answers from
State P.A.C.T. Meeting, February 14-15, 1977

- A. How to pull Units together ... NOT fragment them.
 - 1. Have Grade Level Meetings.
 - 2. Ride with others, not within your unit, to various meetings.
 - 3. Have a Social Evening with the whole school.
 - 4. Exchange ideas with other I.G.E. schools - a representative from another school would be willing to come and talk with us about how his/her unit is a complete part of the school.

- B. Placement suggestions for the child that does not fit into the I.G.E. Program. (NO placement within that Unit or Units.)
 - 1. Use other children within the Unit to work with him/her.
 - 2. Use mother volunteers to listen to that child read or to read to him/her.
 - 3. Use a high school volunteer.
 - 4. Use a Millikin University student volunteer.
 - 5. Use a Richland Community College Child Care Center volunteer.
 - 6. Select a teacher within your Unit or Units that is sympathetic to that child's needs.
 - 7. Use a Student Teacher to work with that child.

BY-LAWS FOR ILLINOIS INDIVIDUALLY GUIDED EDUCATION
LEADERSHIP COUNCIL (SICC)

Presented to participants in State P.A.C.T. Meeting, February 14-15, 1977

Article I

1. The name of this organization shall be Illinois Individually Guided Education Leadership Council (SICC), a non-profit association of educators.

Article II

1. The purpose of the Council shall be to provide an appropriate environment for the dissemination, installation, maintenance, refinement and institutionalization of Individually Guided Education in the State of Illinois.

Article III

Membership

1. Any person directly associated with the IGE program in Illinois shall be a member of the Council.

Article IV

Composition of the Council

1. The Council shall be composed of educators representing the following groups:
 - a. Local Education Agencies
 - b. Teacher Education Institutions
 - c. PACT's
 - d. Illinois Office of Education

Article V

Local Education Agencies

1. The basic unit of the Council shall be Local Education Agencies in Illinois that are committed to:
 - a. Developing and executing effective systems of Individually Guided Education (IGE).
 - b. Participating in Council activities.
2. Each IGE Local Education Agency shall be a participating member of a PACT

Article VI

Teacher Education Institutions

1. Teacher Education Institutions shall be represented on the Council. Representation shall be by the appropriate college or university official or his designee that has agreed to:
 - a. Participate as a member of a PACT.
 - b. Promote the dissemination of IGE concepts and practices through their college or university.

Article VII

PACT's

1. PACT's shall be composed of cooperating Local Education Agencies, Intermediate Educational Agencies, Teacher Education Agencies, and State Education Agencies.
2. The purpose of the PACT shall be to:
 - a. Provide leadership in and support for the accomplishment of the objectives of the IGE program by member schools.
 - b. Identify common needs of member schools and meet them creatively.
3. Each PACT shall be governed by a Coordinating Council that shall be responsible for its efficient operation and the accomplishment of PACT purposes. Composition of the Coordinating Council shall be:
 - a. A balanced representation of its membership.
4. PACT by-laws will be developed so that they will not be in conflict with Council by-laws.
5. The Chairperson of the Coordinating Council shall represent the PACT on the Illinois IGE Leadership Council executive board.
6. PACT's will be formed by the Council as the need arises. Reorganization of PACT's will be the responsibility of the Council with the advice of and consent of the PACT's involved.

Article VIII

Illinois Office of Education

1. The State IGE Liaison shall represent the Illinois Office of Education on the Council.

Article IX

Illinois IGE Leadership Council Executive Committee

1. The Executive Committee shall be composed of:
 - a. Chairperson
 - b. Chairperson elect
 - c. Representative of the Administrative Agency

- d. Secretary
- e. Treasurer
- f. Past Chairperson
- g. Each PACT Chairperson
- h. Teacher Education Representative
- i. State IGE Liaison
- j. Committee Chairperson appointed by Executive Committee

2. The Executive Committee shall be responsible for the efficient and effective operation of the Council. Objectives related to the accomplishment of the purposes of the Council shall be written and progress assessed annually.
3. Roles and responsibilities of members and the agencies they represent will be determined and reviewed periodically.

Article X

Meetings

1. There shall be an annual meeting of the IILC at the Spring Conference for the purpose of electing officers to the Executive Committee and accepting reports from the Chairperson, Treasurer, and any other designated persons.

Article XI

Publications

1. A newsletter shall be published at least twice a year and distributed to all member agencies.
2. All publications shall be approved by the Executive Committee prior to printing.

Article XII

Financing

1. The Executive Board shall establish policies and procedures relative to financing IILC operations and activities.

Article XIII

Amendments

1. Amendments to by-laws may be made if approved by two-thirds of those IILC members present and voting at a regularly scheduled meeting. The amendments, if passed, shall go into effect immediately.
2. Amendments may be proposed by PACT Central Committees or the Executive Board of the IILC. A copy of each amendment proposed shall be distributed to all member agencies through a newsletter or by direct mail at least thirty days prior to the meeting.

GUIDELINES FOR SICC PROJECT PROPOSALS

Presented at the State P.A.C.T. Meeting February 14-15, 1977

Part of the Wisconsin R & D Center's effort to support IGE state networks in 1977 includes the support of SICC program projects. As part of this effort, the R & D Center is prepared to fund activities sponsored by SICC's that promote the implementation and refinement of Individually Guided Education. The following guidelines define the parameters for project funding.

I. Proposal Development and Submission

- A. All proposed projects must have a signed endorsement by the SICC membership or a designated committee of not less than three members.
- B. Proposed projects must deal with one of the following five outcomes:
 - 1. To provide assistance to schools in making the changeover to IGE.
 - 2. To provide assistance to continuing IGE schools.
 - 3. To introduce IGE concepts and practices into undergraduate programs for prospective IGE teachers.
 - 4. To introduce IGE concepts and practices into graduate programs for staff teachers, unit leaders, principals, and other administrators.
 - 5. To increase state IGE network capacity to implement and refine WDRSD, DMP, PRS, and IGM.
- C. All proposals should be submitted according to the Form A proposal format (see attached).
- D. A limit of three proposals may be submitted during any sixty-day review period, and the SICC must rank order the proposals from most important to least important.
- E. Proposals not funded during a given sixty-day review period may be resubmitted if the proposals meet the guideline requirements.

II. Time Constraints

- A. Proposals may be submitted anytime during the following review periods:
 - 1. February 15 - April 15
 - 2. April 15 - June 15
 - 3. June 15 - August 15

- B. All funded programs must be completed by November 30 of the funding year.
- C. Project proposals will be reviewed on a continuing basis and notification to SICC's will occur prior to the 15th day of the month following proposal submission.

III. Funding Parameters

- A. The maximum amount fundable for any single proposal is \$1,000. The minimum amount fundable for any single proposal is \$200.
- B. No limit has been set on the number of proposals for which an SICC may receive funding. However, if participating SICC's are equally active in the pursuit of available funds, it is unlikely that any one SICC will have more than \$2,500 funded in any one year.

IV. Selection Criteria

The following criteria will guide the selection of projects for funding. It is not expected that proposed projects will meet all of the listed considerations.

- A. The project addressed one or more of the five outcomes listed under I.B. in these Guidelines.
- B. The project benefits a large number of educators in the state network.
- C. The project strengthens relationships between local education agencies, teacher education agencies, intermediate agencies, and the state department of education.
- D. The project promotes the development and independence of the state IGE network.
- E. There is evidence indicating the SICC is investing state IGE network monetary, human, or material resources to the project.

V. Selection Process

The Wisconsin R & D Center will establish a selection committee of not less than three persons to review proposals on a monthly basis. This committee will be composed of two persons experienced in IGE implementation and one person involved in curriculum development or Center administrative management.

VI. Project Evaluation

- A. In most cases, evaluation by program participants will suffice.
- B. Evaluation data regarding all programs must be submitted to the R & D Center within 30 days of the funded project's completion.

VII. Additional Considerations

Those of you who have worked with the R & D Center through subcontracts in the past will recognize some of the difficulties inherent in this process. Although the Center is prepared to work on a subcontract basis, it will facilitate matters considerably, if in some instances subcontracts can be avoided.

Where possible, the R & D Center prefers to purchase services directly. Under certain circumstances, once your proposal has been approved, the SICC can conduct the activity and submit invoices to the R & D Center for services rendered.

In any event, once your project has been approved you will be contacted by telephone regarding the most appropriate business arrangements.

If it is deemed necessary to enter into a subcontract, the SICC must be prepared to designate a fiscal agent.

FORM A
PROPOSAL OUTLINE

I. Rationale

A $\frac{1}{2}$ page overview and justification for the proposed program.

II. Project Objectives

A $\frac{1}{2}$ page listing the program objectives.

III. Program Activities

A single page description of program activities.

IV. Program Evaluation

A single page describing evaluation procedures. It is not necessary to include instrumentation at the time of proposal submission.

V. Program Budget

A single page outlining proposed expenses.

VI. Signature Page

A single page featuring at least three signatures of SICC members and the date of submission.

APPENDIX C

MATERIALS FROM FEBRUARY 23, 1977
INSTRUCTIONAL IMPROVEMENT COMMITTEE

UNIT I and II
Brainstorming Session Results

READING

Positive

1. 2nd grade - fun
2. Correlated content.
3. Motivating - slow moving
4. 1st grade - little preparation needed
5. 1st grade - visual aids are good
6. Kindergarten - very good
7. Child does not have a feeling of failure at the end of Kindergarten
8. All Manuals are very good.

Negative

1. Gap between 1st and 2nd grades
2. 2nd grade - some areas need more preparation
3. 2nd grade - not enough materials (books)
4. Too many children in Sight program
5. Difficult vocabulary for the average and below students
6. 1st and 2nd grades - not enough time as program calls for
7. Phonetic errors in READING WORKS.
8. 2nd grade - spelling is poor, too young to handle buddy system
9. 2nd grade - cannot self-check each other on Spelling tests without cheating
10. 2nd grade - books are paperbacks

MATH

Positive

1. Challenges good students
2. Motivating for children
3. Cute characters
4. Good story problems equal a math sentence
5. Appropriate for the Kdg. level
6. Manipulatives are good for the slow students

Negative

1. Too hard for the weak students
2. Introduction of too many concepts at one time (+, -, >, <, carrying, borrowing)
3. Preparation time in gathering manipulatives is too long
4. Bad balances for student stations
5. Must be supplemented continually
6. TOPIC INVENTORIES are brief. Does not test everything the child knows.
7. Mobility of students

SARI NUMBERING SYSTEM

Received from Marge Handley
at the February 23, 1977, I.I.C. Meeting

The reading design features a functional numbering system which identifies (1) reading levels, (2) skill areas, and (3) performance objectives. The following is a breakdown of the numbering system:

7.2.1 The first place number indicates reading level.

↑
Readiness 0.0 Level

1st 1.0 Level
 2.0 Level
 3.0 Level
 4.0 Level

2nd 5.0 Level
 6.0 Level

3rd 7.0 Level

4th 8.0 Level

5th 9.0 Level

6th 10.0 Level

7th 11.0 Level

8th 12.0 Level

7.2.1 The second place number indicates a skill area.

↑

.1 Vocabulary	.3 Comprehension
.2 Word Analysis	.4 Oral Reading

7.2.1 The third place number indicates a performance objective and identifies a specific pre-test and post-test related to that level and skill area.

↑

SARI VOCABULARY SKILLS

0 1 1	Visual Pattern Discrimination
0 1 2	Visual Letter Discrimination
1 1 1	Visual Word Discrimination
2 1 1	Upper and Lower Case Letters
2 1 2	Pre-Primer Words
2 1 3	Basic Pre-primer Sight Words
3 1 1	Basic Primer Sight Words
4 1 1	First Reader Words
5 1 1	Dolch Basic Sight Words
5 1 2	Antonyms
6 1 1	Compound Words
6 1 2	Synonyms
7 1 1	Words With Two Meanings
7 1 2	Homonyms
8 1 1	Words With Multiple Meanings
8 1 2	Synonyms, Antonyms, and Homonyms
8 1 3	Classification of Words
9 1 1	Synonyms
9 1 2	Concrete Analogies
9 1 3	Classification of Phrases
10 1 1	Traits and Feelings
10 1 2	Abstract Analogies
11 1 1	Figures of Speech

SARI WORD ANALYSIS SKILLS

1 2 1	Rhyming Sounds
1 2 2	Initial Sounds
2 2 1	Rhyming Sounds
2 2 2	Initial Sounds
3 2 1	Rhyming Words
3 2 2	Initial Sounds
4 2 1	Final Sounds
4 2 2	Rhyming Words
4 2 3	Initial Sounds
5 2 1	Inflectional Endings
5 2 2	Final Sounds
5 2 3	Digraph Sounds
5 2 4	Vowel Sounds
6 2 1	Suffixes
6 2 2	Two Letter Blends
6 2 3	Initial and Final Digraphs
6 2 4	Vowel Sounds
7 2 1	Syllables
7 2 2	Root Words, Affixes, and Definitions
7 2 3	Two and Three Letter Blends
7 2 4	Vowel Diphthongs
8 2 1	Syllabication
8 2 2	Root Words, Affixes, and Definitions
8 2 3	Silent Letters
9 2 1	Phonetic Spelling
9 2 2	Root Words and Affixes
10 2 1	Affixes and Definitions
11 2 1	Diacritical Markings

SARI COMPREHENSION SKILLS

0 3 1	Sequence Pictures
1 3 1	Sequence Pictures
1 3 2	Sequence Words
2 3 1	Sequence Sentences (2)
2 3 2	Sequence Sentences (3)
2 3 3	Sequence Sentences (4)
3 3 2	Details
3 3 3	Main Ideas
4 3 1	Sequence Sentences (5)
4 3 2	Details
4 3 3	Main Ideas
5 3 1	Sequence Sentences (5)
5 3 2	Context Clues
5 3 3	Main Ideas
6 3 1	Story Endings
6 3 2	Details
6 3 3	Main Ideas
7 3 1	Judgments
7 3 2	Details
7 3 3	Main Ideas
8 3 1	Facts and Opinions
8 3 2	Place Relationships
8 3 3	Details
9 3 1	Validity of Statements
9 3 2	Time Relationships
9 3 3	Themes
10 3 1	Sequence Inferences
10 3 2	Time Relationships
10 3 3	Sequence Main Ideas
11 3 1	Persuasion
11 3 2	Time Relationships
11 3 3	Details
12 3 1	Conclusions, Characters, Moods, Author's Intent and Outlining

APPENDIX D

RESULTS OF IN-SERVICE DAY, MARCH 18, 1977

Goals - K, 1st, 2nd, A-160

I. Skills

- A. Developmental Objectives: By the end of the second grade, the children should master the basic addition and subtraction facts through 10.
- B. Accomplishment of Goal One
 - 1. Kindergarten
 - a. Pupils should be able to identify similar sets.
 - b. Pupils should be able to identify and write numerals from 0-10.
 - c. Pupils should be able to relate numerals to concrete object groups.
 - 2. First Grade: Pupils should be able to write the answers to addition and subtraction facts based on sums of six.
 - 3. Second Grade: Pupils should be able to write the answers to addition and subtraction facts based on sums of ten.
- C. Evaluation of the Accomplishment of Goal One.
 - 1. Giving 5-minute time tests in the Spring for each grade level.
 - 2. Identifying and recording those pupils who have not mastered the facts with 90% accuracy. This report will be used to assess and evaluate students on report cards.
 - 3. Giving the previous year's 5-minute time test again the following Fall.
 - 4. Identifying and recording those pupils who have not mastered with 90% accuracy, or those who have forgotten the facts of the previous year.

II. Self

- A. K, 1st, and 2nd Developmental Objectives: By the culmination of the second grade through a variety of experiences, children should be able to work independently.
- B. Accomplishment of Goal Two: Each teacher will devise his/her own procedure to accomplish this goal in his/her own classroom.
- C. Evaluation of the Accomplishment of Goal Two will be through teacher observation and a checklist to include these points:
 - 1. Noise level.
 - 2. Pupil's ability to initiate and carry out to finish activities.
 - 3. Pupil's ability to choose constructive activities during free time.
 - 4. Pupil's ability to follow directions.

III. Adult Life

- A. K, 1st, and 2nd Developmental Objective: By the culmination of the second grade, children will participate in leisure time activities that will help to develop life-long interests.
- B. Accomplishment of Goal Three: Teachers will provide opportunities for children to explore, discover, create, and achieve success at various leisure activities.
- C. Evaluation of the Accomplishment of Goal Three will be through:
 - 1. Listing activities provided for children.
 - 2. Listing how many children participated in each activity.
 - 3. Listing ideas presented in each activity.

IV. Personal Health

- A. K, 1st, and 2nd Developmental Objective: Children will practice good personal health habits.
- B. Accomplishment: Teacher will provide opportunities for development of good personal health through lessons and demonstrations. Parent cooperation will be encouraged.
- C. Evaluation
 - 1. A check list will be sent to parents to evaluate improvement in home health habits.
 - 2. A student self evaluation will be made using a check list. Each teacher will use one appropriate to his/her grade level.

Evaluation of Math Program - Intermediate

I. Implementation of Objective in Math, 1976-77

- A. Goal - Mastery of the basic addition, subtraction, multiplication, and division facts and processes.
 - 1. Inventory: Teacher observation and test scores indicating a need for improvement of skills in this area.
 - 2. Need: A sequential and concentrated program for teaching the basic addition, subtraction, multiplication, and division facts and processes for whole numbers.
 - 3. Developmental Objective: By the end of the intermediate grades, the students will have mastered the basic addition, subtraction, multiplication, and division facts and processes for whole numbers.

- B. Formation of Units - Specific Structure: Grades 4, 5, and 6; Hearing Impaired; Learning Disabilities; and Educable Mentally Handicapped.
- C. The Design for Math will be used to identify needs of individual students and behavioral objectives will be set for each student.
- D. Children will be grouped and regrouped according to individual skill needs.
- E. Each child will be pre-tested and post-tested in the skill area in which he will be placed.
- F. Each child must score 80% on each test for mastery of that skill.

II. Change for Next Year

- A. Due to the Multi-Age Individual Mathematics Program, our goals for 1977-78 will not be based on grade levels. They will be based upon mastery (80%) of an individual skill. At the exit level of 6th grade, our objectives look for the following as each child masters each skill.
- B. Goal - Mastery of the basic addition, subtraction, multiplication, and division facts and processes.
 1. Students will be able to attain 80% accuracy in addition facts within a 5-minute time period.
 2. Students will be able to attain 80% accuracy in subtraction facts within a 5-minute time period.
 3. Students will be able to attain 80% accuracy in multiplication facts within a 5-minute time period.
 4. Students will be able to attain 80% accuracy in division facts within a 5-minute time period.
 5. Students will attain mastery of addition processes of whole numbers with 80% accuracy.
 6. Students will attain mastery of subtraction processes of whole numbers with 80% accuracy.
 7. Students will attain mastery of multiplication processes of whole numbers with 80% accuracy with two-digit multipliers.
 8. Students will be able to divide whole numbers by one-digit divisors with 80% accuracy.
 9. Students will be able to work division with two-digit divisors.
 10. Students will be able to work with decimal fractions.

UNIT I

I. Unit I would use the following programs in reading:

Grade 1 Alpha

Lippincott

Ginn

Language Development

Grade 2 Ginn

Possibility of small group in Reading Works (Will assess in the Fall)

II. Unit I would do the following in math:

D.M.P. for all - Math 1:00 p.m. - 1:45 p.m.

Possibility of mini skill units at a separate time.

III. Recommendations:

10:30 a.m. - Recess for Primary Units

Reason - $1\frac{1}{2}$ hour for reading before recess and one continuous block of time

12:10 p.m. - 12:55 p.m.-Lunch

Reason - Longer a.m. for Sue Cobb's (PPAI) smaller children

Primary children do better in morning

We would have reading for $1\frac{1}{2}$ hours in morning and if other Primary Unit still wants it after recess, we will avoid specialists' times.

UNIT II

Unit II would use the following programs in reading:

Kindergarten

Lippincott

Grade 1

Lippincott (Levels A-D)

Alpha I

Ginn (Levels 3,4, and 5)

Scott Foresman (Primer and Pre-primer)

Grade 2

Ginn (Levels 6 and 7; 8 in Spring Quarter)

Scott Foresman (First Reader)

L.D.

Scott Foresman (Levels Pre-primer and Primer)

Ginn (Levels 3 - 7)

Alpha I

Hearing Impaired

Ginn (Levels 3 - 7)

EMH Room

Peabody Rebus

Starter Concept (Scott Foresman)

Ginn (Levels 1 - 4)

UNIT III

MATH

Math organization for next year - students in 3rd and 4th grades will be in the DMP program except for children who would profit more from a basic skills program. Special education teachers will be teaching basic skill class and will teach those needing this type class.

We discussed having an in-service DMP workshop on May 24, and possible summer workshop to go through DMP materials

SPELLING

We will continue using Ginn Individualized Spelling program next year (1977-78). Children who work better in a traditional class will use workbooks. Sara Jerome or Marilyn Sander will teach this class. Special education may group with us where they can.

We are taking inventory of spelling materials so we can reorder for next year.

READING

Continue with Ginn - discussed how to group.

APPENDIX E

READING, SPELLING, MATH EVALUATIONS AND RESULTS

SRA TEST RESULTS

EDUCATIONAL PLAN II EVALUATION RESULTS

The reading, math and spelling evaluations were written by the Instructional Improvement Committee. After looking at various evaluations and much discussion, these were written. The Director of Research from the Decatur Schools met with the Committee to give some guidelines. It was felt that the faculty needed a chance to express their feelings in a narrative form. Many had definite feelings about using series other than those used at Roach. These evaluations gave them a chance to state this series and its advantages. It also gave a chance to note positive and negative aspects of the series used. If a new series was desired, it needed to fit an individualized program, so a chance was given to define how this would fit into the existing program.

SPELLING EVALUATION

These are questions to evaluate our present spelling series and to get suggestions for next year. Please remember that the welfare of all children and teachers will be kept in mind when a decision is made. There will be evaluations done by teachers and central administration.

The spelling series I use is _____

1. The things I like most about the spelling program I use are:

2. The things I like least about the spelling program I use are:

3. If I had to pick a spelling program to use I would pick _____
Why?

4. Taking the program chosen above from #3, how would you individualize this program (if it is not Ginn)?

PLEASE RETURN TO THE OFFICE BY MARCH 29, 1977. THANK YOU.

READING EVALUATION

These are questions to evaluate our present reading series and to get suggestions for next year. Please remember that the welfare of all children and teachers will be kept in mind when a decision is made. There will be evaluations done by teachers and central administration.

I teach the following Reading Program _____

In this series I teach the _____ levels.

1. The things I like most about this program are:

2. The things I like least about this program are:

3. Which series do you feel would be beneficial to children at Roach?

If I had to pick two series for the _____ grade I would pick:

_____ and _____

PLEASE RETURN TO THE OFFICE BY MARCH 29, 1977. THANK YOU.

MATH EVALUATION

These are questions to evaluate our present math series and to get suggestions for next year. Please remember that the welfare of all children and teachers will be kept in mind when a decision is made. There will be evaluations done by teachers and central administration.

The math series I use is _____

1. The things I like most about the math program I use are:

2. The things I like least about the math program I use are:

3. If I had to pick a math program to use I would pick _____
Why?

4. Taking the program chosen above from #3, how would you individualize this program (if it is not D.M.P.)?

PLEASE RETURN TO THE OFFICE BY MARCH 29, 1977. THANK YOU.

SPELLING EVALUATION RESULTSPros:Cons:ALPHA READING WORKS

Words are categorized well.
Intro. interesting.

Difficult for noisy, over-active child
To be taught in pairs good for last
year, wouldn't work this year.
Some children were not in "Reading
Works" reading.

GINN

- | | |
|--|--|
| <p>Average & above can work
independently.</p> <p>(3) Learn to assume responsibility.
Work at their own pace.
Highly motivating for average & above.</p> <p>(2) Challenging for better student
Exciting</p> <p>(2) More interesting format.
Gives a chance to verbalize and make
sentences.</p> <p>Learn to work together and follow a
sequence of directions.</p> | <p>(2) Children below average can't assume
responsibility of working
independently.</p> <p>(4) Words are too difficult for them to
pronounce & understand.</p> <p>(2) Below average child bored because he
can't progress rapidly.</p> <p>(3) Hard to know what each child is doing
at a given time.
Not common words.</p> <p>(2) Difficult to initiate for new students</p> |
|--|--|

BASIC GOALS IN SPELLING

<p>It's easy.</p> <p>It is a phonetics program - it goes well with Ginn.</p>	<p>Not enough repetition.</p> <p>Directions difficult for students to understand.</p>
--	---

Ginn - 2; Basal - 1 - 2nd grade; Both (Ginn & Basal) - 2; Basic Goals in
Spelling - 2; No vote - 2; People that teach spelling did not turn in
questionnaire - 2.

(Number by comments means comment made that many times)

MATH EVALUATION RESULTSProsConsD.M.P.

Student Booklets - Good.
 Manipulative are good.
 Easy to read teachers manual.
 Sequential steps.
 Interesting.
 Inductive reasoning.
 Abstract reasoning process good for
 above average pupil.
 Motivates children.
 Interesting characters.
 Easy to test and place children
 where they belong.
 Child's point of view is considered.
 Individualizes within a group.
 Children use discovery method.
 Extra activities.
 Does not pressure.

Bad balances.
 Must supplement a lot.
 Much teacher preparation.
 Introduction of too many concepts at
 one time.
 Too abstract for lower students.
 Much time in teaching certain topics
 to low students.
 Manipulatives are playthings.
 Some math areas are missing.
 Tests are concerned about routine
 drills.
 Not enough practice.
 Not good for transfer students.

BASIC SKILLS

Can tell quickly whether child
 has skills or not.
 Teaches the things they need to
 know throughout life.
 Testing is easy.

Much teacher preparation of
 student worksheets.

No Pros or Cons were given on Traditional Math or Scott Foresman.

No Vote (Undecided) - 2; D.M.P. - 7; Traditional Math - 2; Basic
 Skills - 3; Scott Foresman - 1.

READING EVALUATION RESULTSPros:Cons:GINN

- (3) Mixture of sight & sound.
Good blend of word attack, skills,
and comprehension.
- (4) Easy to follow student text with
Teacher's Manual.
- (3) Stories Fun.
Good basic vocabulary.
Much opportunity for discussion.
Give ample skill and comprehension
activities.
Children feel positive about
reading.
First Grade gets into real reading
right away.
Easy to level or individualize.
Like the way material presented.
Suited to learning styles of
Special Ed students.

- In upper 1st grade levels, vocabu-
lary is presented quickly -
not enough repetition for some
children.
- Some children do not grasp the phonics
as it is presented.
- (2) Some workbook pages too hard.
Rules different than other series.

ALPHA I

Motivating, thorough, successful.

Too slow-moving for some children.
Very little actual reading.
Not enough work on comprehension.

READING WORKS

- (2) Used for capable children.
Interesting stories.
Integrates soc. st. & language skills.
Good A-V equipment.

Too challenging at beginning.
Not enough books.

SCOTT FORESMAN

Excellent for visual children.
Does a good job of sight words.

Unavailability of materials.
Slow-moving, so most children are
working below grade level.

(Number by comments means comment made that many times)

No Pros or Cons on Lippincott because it is not in use at this time.

No Vote - 5; Alpha - 2; Scott Foresman - 0; Ginn - 5; Lippincott - 3

GENERAL COMMENTS

Which series do you feel would be beneficial to children at Roach?

I think we need to look at CHILDREN, not series. Once we know their needs, then we can find the series to fit....and, of course, it's not going to be the same for all children.

I love GINN and I feel the children enjoy the stories, and they can answer comprehensive questions about the stories.

GINN and LIPPINCOTT because blend of sight and sound. Gives alternatives for individual differences. Because these are being used in the system.

GINN and LIPPINCOTT with one better group in READING WORKS.

There is a need in any program for more than one series to meet individual needs. This is important not only in Special Education, but in regular classrooms as well.

Series that meet their individual needs.

SRA TEST RESULTS

	Reading	Math	Language
<u>FIRST GRADE</u>			
Mean	1.8	2.1	
Median	1.6	1.7	
<u>SECOND GRADE</u>			
Mean	3.5 (1.8)	2.6 (1.9)	3.1
Median	3.3 (1.8)	2.5 (1.9)	3.1
<u>THIRD GRADE</u>			
Mean	4.3 (3.7)	4.1 (3.1)	4.1 (3.5)
Median	4.1	4.1	3.9
<u>FOURTH GRADE</u>			
Mean	4.5 (4.1)	4.6 (3.9)	4.8 (3.9)
Median	4.5	4.6	4.6

EDUCATIONAL PLAN I EVALUATION
ROACH SCHOOL

UNIT I

<u>Goal I</u>	<u>Accomplishment</u>
Kindergarten A.M.	
Pupils should be able to identify similar sets	90%
Identify and write numerals	94%
Relate numerals to concrete object groups	90%
Kindergarten P.M.	
Pupils should be able to identify similar sets	86%
Identify and write numerals	86%
Relate numbers to concrete object groups	86%
First Grade	
90% of students will have mastered addition and subtraction facts based on sums of six	78% subtractive 87% addition
Second Grade	
90% of students will have mastered addition and subtraction facts based on sums of ten	100% addition 88% subtractive

Goal II

	<u>Good Progress</u>	<u>Some Progress</u>	<u>Need more time to develop</u>
Noise level	72%	16%	12%
Ability to initiate and carry out to finish activities	69%	24%	7%
Ability to choose constructive activities during free time	78%	17%	5%
Ability to follow directions	72%	20%	8%

EDUCATIONAL PLAN I EVALUATION
ROACH SCHOOL

UNIT II

Goal I

Accomplishment

Kindergarten

Pupils should be able to identify similar sets 87%

Identify and write numerals 87%

Relate numerals to concrete object groups 87%

First Grade

90% of students will have mastered addition 83% addition
and subtraction facts based on sums of six 63% subtraction

Second Grade

90% of students will have mastered addition 97% addition
and subtraction facts based on sums of ten 97% subtraction

Goal II

	<u>Good Progress</u>	<u>Some Progress</u>	<u>Need more time to develop</u>
Noise level	49%	29%	22%
Ability to initiate and carry out to finish activities	48%	30%	22%
Ability to choose constructive activities during free time	47%	30%	23%
Ability to follow directions	51%	30%	19%

EDUCATIONAL PLAN I EVALUATION
ROACH SCHOOL

UNIT III

Goal I

Our goal for 1976-1977 for the mastery of basic addition, subtraction, and multiplication was for 80% mastery at 6th grade level. However, we only have classes through grade 4. We also have included 3rd grade in our totals. This will be taken care of in our 1977-1978 educational plan.

Mastery addition	84%
Mastery subtraction	77%
Mastery multiplication	87%

Goal II

	<u>Good Progress</u>	<u>Some Progress</u>	<u>Need more time to develop</u>
Noise level	50%	35%	15%
Ability to initiate and carry out to finish activities	45%	33%	22%
Ability to choose constructive activities during free time	43%	38%	19%
Ability to follow directions	52%	33%	15%

APPENDIX F

EASTERN ILLINOIS UNIVERSITY OFF-CAMPUS
TEACHING CENTER EVALUATION

Roach school is the site of an off-campus teaching center from Eastern Illinois University. Students come to Decatur to do pre-student teaching. They have campus courses brought to the school as well as doing many hours of participation in the classroom. These students, both in the pre-student teaching semester and in the student teaching semester, became an integral part of the Individually Guided Education program at Roach. The students work with the units as a regular part of the team.

EASTERN ILLINOIS UNIVERSITY
Off-Campus Teaching Center: Decatur
Pre-Student Teaching Semester
Student Evaluation Fall, 1976

The following information was provided by the 14 Eastern Illinois University students in December, 1976, at the end of the first semester of a two semester sequence.

All but one student had three different five-week experiences during the Fall semester, 1976. At times in this instrument, students were asked to give an overall assessment of their experiences or attitudes toward a specific concept. Many felt that this could not be done fairly or adequately by marking one area on the continuum; therefore, the number indicating a response may be more than 14. Not all students were enrolled in all of the courses offered in Decatur. This area will not have evaluations by 14 participants.

A. I feel that my supervising teacher provided me with:

1. direction throughout the several experiences I work in.

<u>Highly Satisfied</u>	<u>Satisfied</u>	<u>So-So</u>	<u>Occasionally Dissatisfied</u>	<u>Completely Dissatisfied</u>
4	10	3	3	1

COMMENTS: When I asked for help it was given; other times one teacher wanted me to find out for myself.

2. guidance with my planning and instructional attempts.

4	6	5	-	1
---	---	---	---	---

COMMENTS: Never was requested to turn in a complete lesson plan - teachers flexible; more or less I handled all of the planning.

3. support when I needed it.

3	8	4	4	-
---	---	---	---	---

COMMENTS: Not enough feedback & encouragement by some teachers.

4. feedback on the success of my instructional efforts

4	8	4	4	-
---	---	---	---	---

COMMENTS: Needed more feedback from teachers - all my teachers provide oral and written comments on my lessons (good) - good helpful criticism and praise when deserved.

5. help in learning to manage a classroom and to control pupils.

5	10	4	-	-
---	----	---	---	---

COMMENTS: Felt I needed more help on discipline - teacher was cooperative and helpful; needed more help with older students.

6. freedom to pursue my own teaching style if I wanted to.

3	11	2	3	-
---	----	---	---	---

COMMENTS: Depends on lesson: listening and S.S. provided more opportunities.

7. an orientation to the professional responsibilities of teachers.

2	10	4	-	-
---	----	---	---	---

COMMENTS: Preferred teachers that didn't live in teacher's lounge.

B. I feel my college instructors provided me with:

1. useful practical materials and theoretical concepts which I may have needed.

4	11		1	-
---	----	--	---	---

2. support when I needed it.

2	10	2	1	-
---	----	---	---	---

COMMENTS: "When I did ill, I heard it ever, when I did well, I heard it never."

3. feedback in and out of class.

<u>Highly Satisfied</u>	<u>Satisfied</u>	<u>So-So</u>	<u>Occasionally Dissatisfied</u>	<u>Completely Dissatisfied</u>
1	9	7	2	-

4. constructive responses to the problems I presented.

4	11	2	1	-
---	----	---	---	---

COMMENTS: Wish there had been more time to talk to instructors.

C. Overall I would rate my experiences this semester

5	11	2	-	-
---	----	---	---	---

COMMENTS: felt it was very worthwhile; I recommend this program be required for all Junior Block; learned a lot of good classroom procedures

D. My overall feelings: Mark the ones you have taken

1. toward 3280-3270:

3	6	5	1	-
---	---	---	---	---

COMMENTS: more encouraging remarks would have helped - entirely too much work; learned a lot, but exhausted.

2. Educational Foundations:

4	5	6	1	-
---	---	---	---	---

COMMENTS: a dumb course.

3. Science methods: (12 of the 14 hadn't taken)

1	-	-	1	-
---	---	---	---	---

4. E.M.H. methods

-	4	4	1	2
---	---	---	---	---

COMMENTS: dissatisfied with content; text good but hardly used - handout, activities good; structure poor

5. Learning Disabilities

6	8
---	---

COMMENTS: Need more activities; for remediation and sequencing-learned a lot.

6. Courses (either)

2	2	1	-	-
---	---	---	---	---

E. Did you use the University health insurance?

YES - 3 NO - 11 Number of times.
Difficulty getting hospital paid.

F. Did you use library facilities outside of the public schools?

YES - 13 NO - 1

G. Did any assignments from courses you have had seem to have unnecessary duplications?

YES - 4 NO - 7 Duplicated in area of testing (LD-EMH)

H. Looking at the basic expenses of a student who would live off-campus at Eastern in Charleston, has participating in this program cost you more or less?

MORE - 6 SAME - 6 LESS - 1

Getting out to the schools; transportation and food more, but the experience is invaluable.

1. My assignment was in: (Check more than one & indicate Reg. Classroom, LD, EMH)

12- A classroom in which one teacher assumed primary responsibility for most of the instruction.

4- A classroom in which two or more teachers shared instruction as a team.

8- Classroom in which several teachers teach separate portions of curriculum

11- Classroom where individually prescribed instruction is the major focus.

6- Some other pattern(specify) ED (full time aide), IGE, LD & ED

2. I observed the teaching (within integrated units or as separate subjects of:)

Reading	14	Social Studies	9
Spelling	13	Science	4
Handwriting	11	Mathematics	14
Written Composition	3	Music	9
Oral Language	9	Art	8
Creative Writing	5	Physical Education	5
Grammar (formal)	5	Health & Safety	4
Grammar (informal)	4	Other language arts	9

3. I had opportunities to teach:

Reading	14	Art	9
Language Arts	13	Spelling	13
Creative Writing	11	Physical Education	2
Social Studies	14	Mathematics	12
Music	6	Handwriting	12

I had opportunities to plan & teach units involving:

Reading	8	Art	2
Language arts	7	Spelling	1
Social Studies	14	Physical Education	1
Music	1	Mathematics	4

My longest unit covered (7-285) days of instructional time.

I had total responsibility for a small group for (0-77) days.

I had total responsibility for teaching the entire class for (0-77) days.

My supervising teacher:

generally remained in the room	<u>13</u>	generally observed me	<u>11</u>
generally did not remain in room	<u>2</u>	generally did not observe	<u>1</u>

POST STUDENT TEACHING EVALUATION

Off-Campus Center, Decatur: 1976-1977

1. How do you feel about your total professional experiences at this time?

Fantastic Unsure

5	4½	4	3½	3	2	1
5	1	5	1			

COMMENTS:

"I was pleased with the fact that I was able to work in four different schools. I feel that this gave me a much broader view of educational systems - I was exposed to a variety and number of interesting ideas, techniques, professional people, etc. It was a valuable experience."

"Very good about my chances at a job; my experiences most importantly."

"I feel that I worked according to the teacher's expectations, which were varied during the course of the year. I'm glad to have had the variety that I experienced. I think that it has helped make me more open and flexible."

"This program has given me a variety of experiences. Now I feel confident to take on my own classroom."

"I feel that I have been lucky to have participated in diverse teaching experiences. I have learned from mistakes and successes, and I'm anxious to continue growing through my professional experiences as a teacher."

"There are several areas in which I still feel deficient. For instance, I have never attended a staffing. My special ed. cooperating teachers did not feel I should attend them, although I felt that I should."

"I feel that the responsibility of an actual job will answer the question more fully."

"Working with the staff at Roach has been a very worthwhile and memory-filled experience for me."

"The classroom teachers I was under made this whole program totally worthwhile - they were super-fantastic and wonderful, and I learned a rainbow full of new ideas, experiences, and self improvement."

2. Was communicating with your supervising teacher ever a problem during the first semester due to time restraints?

YES - 2

NO - 10

If YES, explain.

COMMENTS:

"Sometimes I wish there were more opportunities to talk."

"Not enough time at first, but it got so there was more time with the next two (5 wks. teachers). It depends on the personality of the teacher."

"Teachers had meetings to attend and some left school early and sometimes there was little chance to really talk."

3. Should anything be added or deleted from the courses we offered?

COMMENTS:

"No."

"Courses are useful - maybe more very up-to-date material in education."

"Seemed appropriate."

"I felt that some of the written assignments were unnecessary - more observation in different classrooms would have been more beneficial to me."

"I think the courses offered should be all independent study and participation should take place the whole day."

"I don't think so."

"I would like to see a class added that would give students opportunity to produce material for classroom use, such as games, posters, picture files, etc."

"Not really."

"More time should be spent on Social Studies."

"Not added, there isn't enough time to get it all done."

"Some course work - this plus the classroom load was a bit much at times."

"Possibly Science Methods. However, I feel that a student should carry no more than 12 hours, for too much time is taken that could be utilized for planning as well as studying."

4. What, if any, considerations should be made when planning student teaching?
(Changes in assignments, length of experiences, etc.)

COMMENTS:

"Avoid overlapping if at all possible."

"Just better planning with supervising teacher when, how, for how long - would

cause less anticipation for student and teacher."

"Six weeks seemed too short to really get involved, but the nine weeks seemed OK."

"Teacher expectations of a student teacher are very important."

"The amount of time that the student teacher has total responsibility for the room should be planned in advance of actual student teaching. Specific calendar dates should be made."

"I am happy with the process as it now stands. I was asked my preferences, and I got them."

"Less written assignments or the length of the written assignments."

"Letting the supervising teacher know a little more and having her feel at ease to ask for conferences with the student teacher."

"None I can add."

"Mine was fantastic and I'd be greedy if I asked for any more."

5. Do you have any suggestions for the student teaching semester?

COMMENTS:

"Improved seminars - more sharing of ideas, techniques, etc., give ideas to take back and use in the classroom, more literature. Did have some good speakers."

"If possible give student teachers location of various social aspects, places, etc. Things that they could get involved in in the community."

"It would be better if more visits were made by the coordinator. Supervising teacher thought that coordinator did not show enough personal concern of how student was doing."

"None."

"No."

"A student teacher should have many experiences. Freedom to observe and work until all teachers in a school should be provided."

"More contact with E.I.U. More pertinent seminars."

"No."

"If you make it through pre-student teaching, the final seminar is a breeze!"

"Mine was fantastic and I'd be greedy if I asked for any more."

6. Looking at the basic expenses of a student who would live off-campus at Eastern in Charleston, has participating in this program cost you any more or less? Do not include investment in teaching materials or entertainment. Explain if you wish.

COMMENTS:

"It might cost more depending on the location of the program - but on the whole it's probably about the same."

"I would say no more than off-campus at Charleston, maybe less."

"A little more expensive - rent is more and often transportation costs more."

"The cost has been about the same."

"The first semester cost about the same. Second semester didn't cost me anything due to marriage. Ha! I think cost as a whole was the same."

"No."

"Not any more costly than a student living off-campus in Charleston."

"Cost more. Rent was twice what I paid in Charleston. Needed a car here, didn't need one in Charleston. Phone bills were higher - my friends I needed for support were in Charleston."

"I don't know - can't compare."

"Less."

"Less."

"It cost me about the same."

7. Was there anything you wanted to do this year that you weren't able to pursue or that disappointed you?

COMMENTS:

"I did have an overlap with another student teacher and in the specific placement we were in it was not too good of a situation."

"Handling a personal problem - namely roommates; being assertive but firm when a problem arises or persists."

"Only the short length of 6 week assignment & perhaps more could be done about keeping the student teachers more informed about campus activities & deadlines."

"No."

"Nothing."

"No."

"I would have liked an opportunity to work with some high ability children and compare them to children that one considered below average."

"I wasn't given total responsibility for my Ed class except for a few hours at a time."

"Because of the time factor and situations there were a few things I didn't get to do."

"Yes, there were things I would like to try. Hopefully, I'll have more opportunities in my own classroom."

"I think it would've been fun to have science methods and send balloons up as in previous years."

8. Should this program be required of all special education students?

COMMENTS:

"I really don't think this program should be required. I realize students would come out of it better prepared to teach on the whole but I would be concerned that there would be students who couldn't manage student teaching, going to classes and living off-campus. Working in the classroom is a big adjustment in itself. I just feel it would be best to give students an alternative. I think this program if required might turn off a lot of potential teachers on Eastern candidates."

"Yes, I feel this program would be very important for experience and could be required. The students really need to be prepared and knowledgeable of what will be expected of them. The experience is invaluable yet I feel there are a number of students who could not handle it, especially the work loads for 15 or 16 hours plus daily planning."

"No, I do not feel the program should be required. I feel it should be up to each individual whether they want this program or not and if it fits their needs."

"I don't think this should be a requirement. Location, transportation, and money could present problems for many students. The program is a good alternative for those who want the extra experience and could leave campus to participate."

"This off-campus program should be a requirement, but the 5-week segments should be arranged so that we would have classroom time in the afternoon also. This year at Roach, we saw (participated) in the same morning schedule without ever seeing how the afternoon classes went."

"I do not believe it would be good as a requirement. People like options."

"If it is at all possible I would say yes. I know that I would feel quite different about my qualifications for teaching if I hadn't been a junior block participant in the off-campus program. The amount of time spent in the classroom in the off-campus program seems so beneficial."

"I think a requirement in El Ed/Spec Ed of such an off-campus program or 5 year program is a great idea. The more experience the better, plus many other states already require this."

"I think that this type of program should be required to all students in the teaching profession. I'm confident that I know more due to experiences in classrooms, staffings, etc. than a student that goes from the college campus in the fall right out to student teaching in the spring."

"If participation in an off-campus program were required, I feel that most people would benefit just from the additional experience gained. However, social life does suffer which would be an important consideration for some people. I feel the participation helped me see myself as a professional earlier than I might of otherwise."

"Since there is more competition involved in job hunting today, the extra experience is very beneficial. But making this a required course could be very difficult for some students, financially and otherwise."

APPENDIX G

1977 - 1978 BUDGET

The 1977 - 1978 school budget was prepared by the Instructional Improvement Committee. The unit leaders and the principal met together to plan the budget. Input was received from faculty members through the unit leaders. With this information, last year's budget, and this year's allotment, the new budget was formulated.

1977-78 Budget

EDUCATION FUND

Elementary School Allocation

School	<u>Roach</u>
School Code	<u>056</u>

INSTRUCTION

115-1110-32330-00-0-xx-00	Cont Repair + Tune-Musical Instr	<u>\$100.00</u>
115-1110-32390-00-0-xx-00	Cont Repair-Instruct Equip	<u></u>
115-1110-41000-00-0-xx-00	Classroom Supplies	<u>4625.00</u>
115-1110-41030-00-0-xx-00	Supplies-Repair Musical Instr	<u></u>
115-1110-41040-00-0-xx-00	Supplies-Repair Furniture	<u></u>
115-1110-41090-00-0-xx-00	Supplies-Repair Instruct Equip	<u></u>
115-1110-44000-00-0-xx-00	Classroom Periodicals	<u></u>
115-1110-49500-00-0-xx-00	Professional Books	<u>50.00</u>
115-1110-54100-00-0-xx-00	Capital Equipment-Classroom	<u></u>

SUPPORTING SERVICESEducational Media Services

115-2220-41000-00-0-xx-00	Library Supplies	<u>100.00</u>
115-2220-43000-00-0-xx-00	Library Books	<u>1900.00</u>
115-2220-44000-00-0-xx-00	Library Periodicals	<u>136.00</u>
115-2220-54100-00-0-xx-00	Capital Equipment-Library	<u></u>
115-2223-32500-00-0-xx-00	Film Rental	<u></u>
115-2223-41000-00-0-xx-00	AVA Mat - Supplies-Classroom	<u>1900.00</u>
115-2223-41100-00-0-xx-00	AVA Equipment under \$100	<u>100.00</u>
115-2223-41200-00-0-xx-00	AVA Mat - Supplies-Library	<u></u>
115-2223-49100-00-0-xx-00	Supplies-Electronic Repairs	<u></u>
115-2223-54100-00-0-xx-00	Capital Equipment-AVA	<u>150.00</u>
115-2224-39000-00-0-xx-00	Instructional TV	<u>200.00</u>

1977-78 Budget - Elementary (cont.)

School Administration

115-2410-32310-00-0-xx-00	Cont Repair-Office Equip	\$ <u>200.00</u>
115-2410-32530-00-0-xx-00	Rental-Copy Machines	<u> </u>
115-2410-41000-00-0-xx-00	Supplies-Principal's Office	<u>250.00</u>
115-2410-54100-00-0-xx-00	Capital Equipment-Principal's Office	<u>160.00</u>

Other

115-2210-31200-00-0-xx-00	In-Service Consultants	<u>100.00</u>
115-2540-13600-00-0-xx-00	Salary-Custdn O/T School Activity	<u> </u>
115-2900-39100-00-0-xx-00	Laundry	<u> </u>
115-1110-41999-00-0-xx-00	Sale of Classroom Supplies	(<u> </u>)

TOTAL EXPENDITURES \$ 9971.00

APPENDIX H
ORIGINAL INDIVIDUALIZATION PLAN
AND
SUBMITTED PROPOSAL

n original plan for individualization was written as a project for
ducational Administration 5600 from Eastern Illinois University. From
his plan to proposal was submitted to the district administration. Both
f these plans are included in this appendix.

An Alternative Plan
for Individualization

by Connie Newton
Ruth Bickers
Ed A 5600

INDIVIDUALIZING EDUCATION

- I. Goal: To study the effects of an alternative educational system to that of the existing self contained classrooms. The alternative system will group children in flexible skill groupings. Children are to be continually regrouped and reevaluated. Evaluation will be made of factors such as students' self concept, peer status, behavioral adjustments, academic achievement, attitude toward school, and regularity of attendance.
- II. Purpose: To provide a complete educational program in the elementary school which will include special services to meet the learning needs of children in the building.
- III. General Objectives
 - A. Children will acquire feelings of adequacy and self-worth through opportunities for a variety of genuine successful experiences, and a growing capacity for self-discipline and self-direction.
 - B. Children will develop a positive attitude and an understanding and respect of the uniqueness of others.
 - C. Each child will receive early and continuous evaluation of his developmental progression in the learning program.
 - D. An environment will be provided which will foster a positive approach to learning.
 - E. Children will be provided with continuity in their learning experience.
 - F. In order to challenge and to stimulate productive development, each student's areas of strength will be identified.

- G. Every child will be provided with a more individualized learning experience.
- H. Teachers will be provided with resources such as techniques in behavioral management and special services of resource people (see staff and consultants under #IV).
- I. Teachers will be provided with appropriate in-service education to accomplish the goals stated.
- J. Teachers will be provided with material resources.
- K. Administrative and staff members will develop attitudes which will foster positive self-concepts among staff and administrative personnel.

IV. Staff

A. Primary Level

- 1. Preferably one room per grade level (K-3) (Total - 4).
- 2. Special Education, preferably PPAH, PAH, and PEMH.
- 3. Title I

B. Intermediate Level

- 1. Preferable one room per grade level (4-6) (Total - 3).
- 2. Special Education, preferably IEMH, IAH, and LD.

C. Both Levels

- 1. Social Worker
- 2. Speech correctionist
- 3. Materials consultant
- 4. Aides: 2 teacher aides and 2 clerical aides
- 5. Student teachers
- 6. Area Vocational Center students
- 7. Community College students
- 8. EIU Junior Block students (2nd semester)

D. Consultants

1. Special Education coordinators (EMH, AH, LD).
2. Psychologists
3. EIU student teacher coordinator
4. EIU junior block coordinator

V. Student Evaluation

- A. Pretest (teacher-made diagnostic)
- B. Self testing as child progresses
- C. Post-test (teacher made)
- D. Staff evaluation

VI. Program Evaluation

- A. Measured by amount of achievement as measured by standardized group achievement tests annually administered by the district.
- B. Measured by the number of children under stress.
- C. Measured by parent comments.
- D. Measured by the number attending parent meetings and conferences.
- E. Measured by the number of children rated as extreme on a behavioral continuum, e.g., withdrawn/aggressive, lathargic/hyperactive
- F. Measured by the educational climate which should be enjoyable and positive.

VII. Curriculum Materials

A. Reading

1. Retain Lippincott as basal series in primary pads.
2. Retain Ginn as basal series in intermediate pods.
3. Wisconsin Design for Reading for all four pods. The design is a classroom management system that can be used with any reading series. It is a system that offers flexible grouping across age levels for reading instruction.

B. Mathematics

1. Developing Mathematical Processes: Mathematics are presented on a continuum, kindergarten through level 3. Level 4 will be out in late August which we could use. Levels 5 and 6 are still in the planning stages.
2. Developing Mathematical Processes lets a child progress on an individual basis according to his need. The program stresses manipulatives to help the child understand the mathematical process.

VIII. In-service

A. Two week workshop

1. First 3 days all pods will be together - with consultant help for at least 2 days. There may be consultant help from Rand McNally for part of the time.
2. Each pod will schedule 7 more days before the beginning of the 1974-1975 school year at a time most convenient for members.
3. Each pod will report to the principal attendance records of each member and a summary of activities.
4. Board credit will be given for 60 hours of participation in the workshop.

Bibliography

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- Lieberman, Marcus. "Individualized Instruction," Illinois Education, Volume 32, No. 9.

An Alternative Plan
for Individualization

Application Initiated by

Edwin D. Mellon
Pauline McEuen
Dave Smeltzer
Ruth Bickers
Connie Newton
Barb Darflinger

INDIVIDUALIZING EDUCATION

Goal: To study the effects of an alternative educational system to that of the existing self contained classrooms. The alternative system will group children in flexible skill groupings. Children are to be continually regrouped and reevaluated. Evaluation will be made of factors such as students' self concept, peer status, behavioral adjustments, academic achievement, attitude toward school, and regularity of attendance.

- . Purpose: To provide a complete educational program in the elementary school which will include special services to meet the learning needs of children in the building.

I. General Objectives

- A. Children will acquire feelings of adequacy and self-worth through opportunities for a variety of genuine successful experiences, and a growing capacity for self-discipline and self-direction.
- B. Children will develop a positive attitude and an understanding and respect of the uniqueness of others.
- C. Each child will receive early and continuous evaluation of his developmental progression in the learning program.
- D. An environment will be provided which will foster a positive approach to learning.
- E. Children will be provided with continuity in their learning experience.
- F. In order to challenge and to stimulate productive development, each student's areas of strength will be identified.
- G. Every child will be provided with a more individualized learning experience.
- H. Teachers will be provided with resources such as techniques in behavioral management and special services of resource people (see staff and consultants under #IV).

- I. Teachers will be provided with appropriate in-service education to accomplish the goals stated.
- J. Teachers will be provided with material resources.
- K. Administrative and staff members will develop attitudes which will foster positive self-concepts among staff and administrative personnel.

IV. Staff

A. Primary Level

- 1. Preferably one room per grade level (K-3) (Total - 4).
- 2. Special Education, preferably PPAH, PAH, and PEMH.
- 3. Title I

B. Intermediate Level

- 1. Preferably one room per grade level (4-6) (Total - 3).
- 2. Special Education, preferably IEMH, IAH, and LD.

C. Both Levels

- 1. Social Worker
- 2. Speech correctionist
- 3. Materials consultant
- 4. Aides: 2 teacher aides and 2 clerical aides
- 5. Student teachers
- 6. Area Vocational Center students
- 7. Community College students
- 8. EIU Junior Block students (2nd semester)

D. Consultants

- 1. Special Education coordinators (EMH, AH, LD).
- 2. Psychologists
- 3. EIU student teacher coordinator
- 4. EIU junior block coordinator

V. Student Evaluation

- A. Pretest (teacher-made diagnostic)
- B. Self testing as child progresses
- C. Post-test (teacher made)
- D. Staff evaluation

VI. Program Evaluation

- A. Measured by amount of achievement as measured by standardized group achievement tests annually administered by the district.
- B. Measured by the number of children under stress.
- C. Measured by parent comments.
- D. Measured by the number attending parent meetings and conferences.
- E. Measured by the number of children rated as extreme on a behavioral continuum, e.g., withdrawn/aggressive, lethargic/hyperactive.
- F. Measured by the educational climate which should be enjoyable and positive.

VII. Curriculum Materials

A. Reading

- 1. Retain Lippincott as basal series in primary pods.
- 2. Retain Ginn as basal series in intermediate pods.
- 3. Wisconsin Design for Reading for all four pods. The design is a classroom management system that can be used with any reading series. It is a system that offers flexible grouping across age levels for reading instruction.

B. Mathematics

- 1. Developing Mathematical Processes: Mathematics are presented on a continuum, kindergarten through level 3. Level 4 will be out in late August which we could use. Levels 5 and 6 are still in the planning stages.

2. Developing Mathematical Processes lets a child progress on an individual basis according to his need. The program stresses manipulatives to help the child understand the mathematical process.

III. In-service

A. Two week workshop

1. First 3 days all pods will be together - with consultant help for at least 2 days. There may be consultant help from Rand McNally for part of the time.
2. Each pod will schedule 7 more days before the beginning of the 1974-1975 school year at a time most convenient for members.
3. Each pod will report to the principal attendance records of each member and a summary of activities.
4. Board credit will be given for 60 hours of participation in the workshop.

APPENDIX
Materials Cost

Reading - Per pupil cost for implementing the Wisconsin Design for

Reading Skill Development runs between \$1.25 and \$1.50 the first year the program is implemented and drops to between 25 cents and one dollar per pupil in succeeding years.

Total cost at the most is \$750.00

1. Mathematics - Developing Mathematical Processes

PRIMARY

Kindergarten - Complete Kit	198.00		
plus 1 extra student kit			
(for 32 students)	<u>45.00</u>	\$243.00	\$243.00
Level I - Complete Kit	340.00		
plus 2 extra student kits			
(for 32 students)	<u>132.00</u>	472.00 x 2 =	944.00 *
Level II - Complete Kit	386.00		
plus 1 extra student	<u>192.00</u>		
		578.00 x 2 =	1156.00 *
Level III - Complete Kit	220.00		
plus 4 pkg student workbooks	24.00		
" 4 pdg student test books	8.40		
" 4 pkg student textbooks	<u>24.00</u>		
		276.40 x 2 =	552.80 *
			<u>\$2895.80</u>

INTERMEDIATE - Level 4

Developing Mathematical Processes	230.00		
Other Materials	<u>270.00</u>		500.00
Total Cost for the Math Program =			<u>\$3395.00</u>

The total cost for each kit has been multiplied by 2 so that there will be enough kits to cover all the primary pods.

APPENDIX - 2

Staff Cost

We request 2 teachers' aides for each intermediate pod as the classes will average over 30 per room.

We request 2 clerical aides for the entire building as we will be using a tremendous amount of duplicated materials. Also, a lot of individual record keeping will be necessary.

After the first year, we may not need as much clerical help and may be able to get by with only one aide.

APPENDIX I
FIRST YEAR EVALUATION

**AN
EDUCATIONAL PROGRAM
FOR ALL
at
ROACH SCHOOL**

I.G.E. Individually
Guided
Education



**ROACH SCHOOL
1932 E. William
Decatur, Illinois 62521
Phone: 217/424-3200**

AN EDUCATIONAL PROGRAM FOR ALL
AT ROACH SCHOOL

	Individually
I.G.E.	Guided
	Education

Information and evaluation of the innovative program
at Roach School.

Compiled by: The Instructional Improvement Committee and
members of Roach School staff.
1932 E. William Street
Decatur, Illinois 62521

ACKNOWLEDGEMENT

To the staff of Roach School whose dedication and hard work have made this program a success.

Preface

The Roach School staff felt a need to establish an alternative educational program to that of the traditional existing self-contained classrooms. It was to provide a complete educational program in the elementary school which include special services and for children to acquire feelings of adequacy and self-worth through opportunities in a variety of genuine successful experiences growing capacity for self-discipline and self-direction. It was also wanted to provide continuous evaluation, positive approaches to learning, continuity in the learning experiences, and opportunities for children to see the uniqueness of individuals.

It was felt that teachers should be provided with resources in behavioral management, and the services of resource people.

In examining various alternative systems for meeting these individual needs the Individually Guided Education (I.G.E.) program was chosen as a model.

The basic task of this evaluation is to describe the project and the activities relating to the goals and objectives and the effect on the educational program as a whole. This report will include data and findings received from parent interviews, questionnaires, student interviews, and questionnaires received from a good number of Eastern Illinois University student participants. These findings will guide and assist in improving the future of our innovative program.

The following pages contain a summarization which will describe the history of the program, describe and evaluate the current program, and relate implications for future and improvement in future programs.

"WE ARE"

Original Innovative Proposal

Individualizing Education

I. Goal:

To study the effects of an alternative educational system to that of the existing self contained classrooms. The alternative system will group children in flexible skill groupings. Children are to be continually regrouped and re-evaluated. Evaluation will be made of factors such as students' self concept, peer status, behavioral adjustments, academic achievement, attitude toward school, and regularity of attendance.

II. Purpose:

To provide complete educational program in the elementary school which will include special services to meet the learning needs of children in the building.

III. General Objectives:

- A. Children will acquire feelings of adequacy and self-worth through opportunities for a variety of genuine successful experiences, and a growing capacity for self-discipline and self-direction.
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- C. Each child will receive early and continuous evaluation of his developmental progression in the learning program.
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- G. Every child will be provided with a more individualized learning experience.
- H. Teachers will be provided with resources such as techniques in behavioral management and special services of resource people (see staff and consultants under # IV).
- I. Teachers will be provided with appropriate in-service education to accomplish the goals stated.
- J. Teachers will be provided with material resources.
- K. Administrative and staff members will develop attitudes which will foster positive self-concepts among staff and administrative personnel.

IV. Staff

A. Primary Level

- 1. Preferably one room per grade level (K-3). (Total - 4).
- 2. Special Education, preferably PPAH, PAH, and PEMH.
- 3. Title I

B. Intermediate Level

1. Preferable one room per grade level (4-6) (Total - 3).
2. Special Education, preferably IEMH, IAH, and LD.

C. Both Levels

1. Social Worker
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3. Materials consultant
4. Aides: 2 teacher aides and 2 clerical aides
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7. Community College students
8. EIU Junior Block students (2nd semester)

D. Consultants

1. Special Education coordinators (EMH, AH, LD).
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- A. Pretest (teacher-made diagnostic)
- B. Self testing as child progresses
- C. Post-test (teacher made)
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- A. Measured by amount of achievement as measured by standardized group achievement test annually administered by the district.
- B. Measured by the number of children under stress.
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VII. Curriculum Materials

A. Reading

1. Retain Lippincott as basal series in primary pods.
2. Retain Ginn as basal series in intermediate pods.
3. Wisconsin Design for Reading for all four pods. The design is a classroom management system that can be used with any reading series. It is a system that offers flexible grouping across age levels for reading instruction.

B. Mathematics

1. Developing Mathematical Processes: Mathematics are presented on a continuum, kindergarten through level 3. Level 4 will be out in late August which we could use. Levels 5 and 6 are still in the planning stages.
2. Developing Mathematical Processes lets a child progress on an individual basis according to his need. The program stresses manipulatives to help the child understand the mathematical process.

VIII. In-Service

A. Two week workshop

1. First 3 days all pods will be together with consultant help for at least 2 days. There may be consultant help from Rand McNally for part of the time.
2. Each pod will schedule 7 more days before the beginning of the school year at a time most convenient for members.
3. Each pod will report to the principal attendance records of each member and a summary of activities.
4. Board credit will be given for 60 hours of participation in the workshop.

Appendix - 1

Staff Cost:

We request 2 teachers aides for each intermediate pod as the classes will average over 30 per room.

We request 2 clerical aides for the entire building as we will be using a tremendous amount of duplicated materials. Also a lot of individual record keeping will be necessary.

After the first year, we may not need as much clerical help and may be able to get by with only one aide.

Appendix - 2

Materials Cost

I. Reading:

Per pupil cost for implementing the Wisconsin Design for Reading Skill Development runs between \$1.25 and \$1.50 the first year the program is implemented and drops to between 25 cents and one dollar per pupil in succeeding years.

Total cost at the most is \$750.00.

II. Mathematics - Developing Mathematical Processes

Primary:

Kindergarten - Complete Kit	198.00		
plus 1 extra kit			
(for 32 students)	45.00	\$243.00	\$243.00
Level I - Complete Kit	340.00		
plus 2 extra student kits			
(for 32 students)	<u>132.00</u>	472.00 x 2 =	944.00*
Level II - Complete Kit	386.00		
plus 1 extra student	<u>192.00</u>	578.00 x 2 =	1156.00*
Level III - Complete Kit	220.00		
plus 4 pkg student workbooks	24.00		
4 pks student test books	8.40		
4 pkg student textbook	<u>24.00</u>	276.40 x 2 =	<u>552.80*</u>
			\$2895.80

Intermediate

Level 4 - Developing Mathematical Processes	230.00	
Other materials	<u>270.00</u>	
		<u>500.00</u>

Total cost for Math Program \$3395.00

*The total cost for each kit has been multiplied by 2 so that there will be enough kits to cover all the primary pods.

Leadership Training

On May 2, 1974, two teachers attended the Illinois IGE Leadership Council held in Champaign, Illinois.

Dr. Wayne Benson, Director of MUS-S (Multi-Unit School-Secondary), Wisconsin R&D Center, spoke on plans to initiate IGE into secondary schools. In reviewing the elementary model, he gave the definition of IGE as follows:

"IGE is defined as a system for formulating and carrying out instructional programs for individual students in which planned variations are made in:

1. what each student learns
2. how rapidly he learns, and
3. how he goes about learning."

Dr. Benson listed and discussed the seven components of IGE as:

1. A well-defined organization for instruction and a related administrative organization at the building and central office levels. (The Multiunit Elementary School)
- **2. A system of instructional programming.
3. Appropriate curriculum materials and instructional procedures.
4. A design for measurement and evaluation.
5. A home-school communication program.
6. Facilitative environments.
7. Research and development.

Number 2(**) is the key component and is composed of two concepts:

1. clustering of a group of teachers with a group of students for instructional purposes.
2. continuous progress utilizing the instructional programming model.

The Instructional Programming Model in IGE includes:

1. Stating the educational objectives to be attained.
2. Assessing the level of achievement.
3. Setting specific instructional objectives.
4. Planning and implementing an instructional program.
5. Reassessing students.
6. Implementing the next sequence in the program.

Both teachers felt that they had been thoroughly acquainted with "IGE" and felt obligated to relate this information to the Roach staff.

Faculty Visitation at Champaign

In the Spring of 1974 the entire faculty of Roach School visited the Carrie Busey School in Champaign. The day began with an introduction to the I.G.E. program by the principal, Mrs. Marion Robinson. After her thorough discussion of the program and a question period, the Roach Staff toured the school and visited rooms where the D.M.P. Math Program was in session. Of particular interest in this program was the mainstreaming of the entire school, which was planned and executed for the 1974-1975 school year by the Roach Staff.

IN-SERVICE

Summer Workshop

At the close of the 1973-74 school year most of the teachers at Roach attended a three day workshop dealing with D.M.P.. Dr. Gardener, from the University of Illinois, conducted this workshop. Within these three days the teachers were introduced to the unit method of management, including brainstorming, by the use of filmstrips and films. They were also exposed to the D.M.P. method of investigation by first hand use of manipulatives and a brief exploration by unit of the teachers' manuals for the primary program. On the final day of the workshop, they were allowed to look at some of the math games prepared by Dr. Gardener's former pupils and used by these pupils in elementary classroom situations. Some time was also spent at Riverside Resource Center examining available materials which would benefit the new program.

Later during the summer each unit spent at least thirty hours planning the program to be implemented in the fall. Record keeping methods, pre-tests, and objectives were discussed and all possible preparatory measures were completed. Doubt and concern were factors which were expressed and felt as the 2 primary units continued to study the D.M.P. manuals to be used next year. The two upper units were faced with devising their own math program. It would be used for intermediate students because commercial materials were not available. The greatest possible benefit for each pupil in the unit needed to be guaranteed.

It was recognized at that time (Summer, 1974) the program would need revision after the first year but optimistically it was hoped that the beginnings would not be detrimental to any pupil, weak or strong.

Consultant Services

Dr. Booker Gardner was the consultant at the math workshop at Roach School in June, 1974. During that time he was an Assistant Professor of Elementary and Early Childhood Education at the University of Illinois, coordinator of Clinical and Laboratory experiences, and the University of Illinois representative to P.A.C.T. Presently, Dr. Gardner is an IGE consultant at the Research and Development Center at the University of Wisconsin in Madison. He received his B. Education degree from the Chicago Teachers College, M.A. from Roosevelt University, and Ph.D. from Southern Illinois University. He is a member of AACTE, ATE, IATE, and AIGE. Dr. Gardner was very dynamic and made the workshop entertaining as well as profitable.

GIFTED PROGRAM PROPOSAL

The staff at Roach School became interested in using Learning Centers as a medium for individualization. This would give children the opportunity to be responsible for self-direction, self-motivation, and self-paced instruction. The Learning Center project was initiated in 1973 under the Illinois State Plan for Gifted Children.

I. History of the Program:

The Learning Center Project was initiated last year under the Illinois State Plan for Gifted Children. A Lab where teachers could plan and make materials for Learning Centers which were available to all the students in the room.

II. Identification of Gifted Children:

At Roach School gifted children are indentified as those in the upper 10% of the school population who are gifted in cognitive skills, psychomotor skills, and creative skills (art and music). They will be indentified on the basis of I.Q. scores, achievement performances, and teacher judgement. The tests to be used to identify the gifted children are:

SRA Achievement Test
Otis-Lennon Mental Ability Test
AAPHER Physical Fitness Test
Teacher judgement

III. Instructional Programs for Gifted Children:

Our ultimate goal is for each gifted child to be able to self-pace his instruction in one or more areas. At the end of the third year each gifted child will have been responsible for planning, implementing, and evaluating at least one project of his own. During this third year all teachers and consultants will be available as resource persons whom the child may consult. When this objective has been reached, it is expected that the program will be adapted so all children in the school will be able to participate to the limit of their abilities.

Our second year objective is to allow the gifted children to utilize the facilities of the Materials Center with the guidance of the teachers and the consultants, thus allowing the children to move beyond the confines of the Classroom Learning Centers. By the end of the year all gifted children should be ready to move on to developing projects of their own.

The first year objective was to acquaint the children with the Learning Center concept and get them started using Learning Centers. An evaluation survey by the teachers indicates that this was successful. Each room had several Centers which were used frequently by the children. By the end of the third year, the gifted program will be incorporated into the regular curriculum through the joint efforts of the Materials Center Consultant and the teacher.

IV. Program Activities:

The Materials Center will provide a minimum of three interest centers at a time with the possibility of more at certain periods. The Materials Center Consultant and the teachers will work together to plan the centers and how they will be used. The centers will be designed for those with specific academic aptitude, creative thinking ability, visual and performing arts ability, and psychomotor ability. These centers will be changed at intervals to be determined later, but none should last more than one month. It is expected that gifted children will be assigned to use these centers at specific times and then the centers will be available for use by anyone at other times.

Short-range objectives are that children will learn how to use the equipment, how to take care of the materials used, and how to report on what they have done.

V. Evaluation of Short-Range Objectives:

The Materials Center Consultant will be responsible for evaluating how well the children learn how to use equipment and care for materials by observing their actions in the centers. The teachers and the consultant will evaluate how well they learn to report what they have done by checking the reports for completeness and content.

VI. Personnel:

Lorene K. Wills, Reimbursement Director	-Ph.D.
Edwin D. Mellon, Principal	-M.Ed., Adv. Certificate
Marjorie Anderson, Teacher	-B.S.
Nikki Barker "	-M.Ed.
Ruth Buckley "	-B.S.
Pamela Buttz "	-B.S.
Lucille Grabowski "	-M.Ed.
Alice Harris "	-B.S.
Pauline McEuen "	-M.A.
Cornelia Newton "	-M.A.
Sue Pritchett "	-B.S.
Ben Skaggs "	-B.S.
Marilyn Ward "	-B.S.
Barbara Darflinger "	-B.S.
George Sobek "	-B.S.
Cynthia Petty "	-B.A.
Marian Woyna, Materials Center Consultant	-B.A.
Rick Adams, P.E.	-B.S.
Sally Frymire, Art	-B.S.
Sylvia O'Connor, Music	-B.S.
Elaine Smith, P.E.	-B.S.

VII. Program Evaluation:

A. Description of processes to evaluate the program.

1. The Roach School staff under the guidance of the steering committee representative and principal will be responsible for implementing the evaluation.
2. Teacher and pupil judgements will be used to measure the impact of the program at Roach School.
3. Once each year, during the month of May, data will be collected for evaluation.

D.M.P. CONFERENCE

A three day D.M.P. Conference was held in Madison, Wisconsin, during the summer of 1974. This conference was to acquaint people with the math program in order to give instruction to others on its use. The conference was held in the Wisconsin Research and Development Center at the University of Wisconsin. It was at the R&D Center where D.M.P. was developed.

The conference was conducted by Dr. Mary Montgomery, D.M.P. school coordinator, other staff from R&D Center, and consultants of the Rand McNalley Company.

Tentative Agenda

DMP LEADERSHIP CONFERENCE

Wisconsin Research and Development Center

August 7-9, 1974

Wednesday, August 7

- 8:00 Registration and Coffee
- 8:30 Welcome and Introductions
- 8:45 Role of DMP Coordinators and Consultants
- 9:00 Background of DMP
- 9:30 DMP processes
- 10:00 Break
- 10:15 A Look at DMP Processes Through Activity
- 11:00 DMP Materials
- 12:00 Lunch
- 1:30 Overview of DMP Content
- 1:45 Arithmetic Content of Topics 1-40
- 2:30 Break
- 2:45 Geometric Content of Topics 1-40
- 3:15 Workshop
- 4:00 Questions
- 6:00 Picnic Hosted by Rand McNalley

Thursday, August 8

- 8:00 Coffee and Questions
- 8:30 Content of Upper Units
- 9:30 The Activity Approach
- 10:00 Break
- 10:15 Activity Approach Discussion
- 10:45 Assessment
- 12:00 Lunch

Afternoon Session for Coordinators

- 1:30 Inservice for Teachers
- 2:30 Break
- 2:45 How to Begin in the Fall
- 3:15 Workshop
- 4:15 Questions
(Viewing of video tapes)

Afternoon Session for Consultants

- 1:30 Expectations and Responsibilities
- 2:30 Break
- 2:45 Workshop: Planning a DMP Awareness Session
- 4:15 Questions
(Viewing of video tapes)

Friday, August 9

8:00 Coffee and Questions

Coordinators
8:30 Classroom management

10:00 Break

10:15 DMP in the Future

11:00 Evaluation of Conference

11:15 Additional Questions

Consultants
8:30 Summary and discussion of Thursday
Workshop

10:00 Break

SPECIAL EDUCATION CONFERENCE

In early Spring 1974, Eastern Illinois University held an educational conference. This conference dealt largely with the training and development of the student teacher. A good cross-section of people was present. They were public school classroom teachers, college instructors, supervisors, and student teachers. The main speaker presented a video-tape of selected student teachers; pointing out strengths and weaknesses of each. Each visiting participant was given a handout. This was valuable to us as a supervisor of student teachers. The handout concerned Teaching Skills Sequence - Essential Delivery Skills.

So many simple, yet necessary skills and items for student teachers were discussed. They should become a part of all Pre-Student Teaching and Student Teaching programs.

"WE WERE"

UNIT SYSTEM
1974-1975

The Roach School faculty has been divided into four multi-level units. Each unit contains regular classroom teachers and special education teachers. The make-up of each unit was as follows:

Unit I

First Grade
First-Second
Third Grade
Acoustically Handicapped
Learning Disabilities
Educable Mentally Handicapped
Kindergarten
Title I

Unit II

First Grade
Second Grade
Second Grade
Third Grade
Acoustically Handicapped
Learning Disabilities
Title I

Unit III

Fourth Grade
Fifth Grade
Sixth Grade
Learning Disabilities
Educable Mentally Handicapped

Unit IV

Fourth Grade
Fifth Grade
Sixth Grade
Learning Disabilities
Educable Mentally Handicapped
Acoustically Handicapped

Elections were held by each unit to select a unit leader. Elections are held each year.

SUMMARY OF CHARTS

A summary of charts show:

A. Faculty:

The number of teachers (including the principal) is 28, including 4 male teachers.

As to training, 7 of the faculty have master's degrees with the others having bachelor's of Science/Arts degrees.

The number of years of teaching experience divides into approximately 50% plus of the teachers having under 10 years of experience, and a little less than 50% having over 10 years experience. More than 50% of the staff has less than ten years experience.

B. Pupils:

The total enrollment of pupils increased in 1975 by 4% over 1974.

The number of pupils in regular classes decreased by 23, while the number of special education pupils increased by 42.

Minority students decreased a little, but the percentage remains at approximately 12%.

Economic Levels

The salary range of Roach School parents is from \$8,000 to \$10,000.

Since more parents have applied for participation in the free lunch program, it appears that more people are unemployed at this time, than in 1974.

C. Class Size:

Class size has increased in 1975 over 1974. The prediction for 1976 is that class size will again increase.

The mainstreaming of special education pupils and the teaching by special education teachers of IGE subjects help to decrease the class size of regular classes during the part of the day when the curriculum is IGE.

The number of kindergarten pupils decreased in 1975 and the prediction for 1976 is an increase of 4 or 5 pupils.

ROACH SCHOOL PUPILS

January, 1974

Enrollment	Regular	Sp. Ed.	Total	Racial Minority	Economic (1970 Census Report)
Boys	249	36	285		Average salaries of parents
Girls	195	21	216		
Total	444	57	501	12.5%	\$8,000 - \$9,999

January, 1975

Enrollment	Regular	Sp. Ed.	Total	Racial Minority	Economic (1970 Census Report)
Boys	230	61	291		Unemployed levels higher
Girls	191	38	229		
Total	421	99	520	11.9%	

Prediction for January 1976:

Total Enrollment less than 1975 by around 20.

Special Ed. percentage - above 1975 by 15.

Racial Minority percentage - same as 1975.

Economic - remains same as above.

I.G.B. FACULTY

January, 1974

	Training			Experience		
	B.S.	M.A.	Total	Under 10 yr.	Over 10 yr.	Total
Men	2	1	3	2	1	3
Women	18	6	24	11	13	24
Total	20	7	27	13	14	27

January, 1975

	Training			Experience		
	B.S.	M.A.	Total	Under 10 yr.	Over 10 yr.	Total
Men	3	1	4	3	1	4
Women	18	6	24	12	12	24
Total	21	7	28	15	13	28

Proposed January 1976 same as January 1975, with the exception of one additional teacher and decreasing by one the number of regular classrooms.

ROACH SCHOOL CLASS SIZE

Number of Pupils

YEAR	REGULAR CLASSROOMS	SPECIAL EDUCATION	REGULAR WITH SP. ED.	KINDERGARTEN
1974	26.9	8	Little Main-streaming.	68
1975	28.7	11	21.4	50
Prediction 1976	29.3	11.4	21.4	54

Number of Staff

YEAR	PRINCIPAL	REGULAR CLASSES	SPECIAL EDUCATION	KINDER - GARTEN	SECRETARY
1974	1	14	7	1	1½
1975	1	13	9	1	1½
Prediction 1976	1	12	10	1	1½

Developing Mathematical Processes(DMP)

DMP is a child-oriented mathematics program. It is based on the assumption that children learn mathematics best by being involved. DMP provides the means for carrying out a program of activity learning in elementary mathematics while still meeting the basic objectives of typical instructional program that requires acquisition of skills, and problem-solving ability.

DMP is built on an interrelated set of behavioral objectives; activities are designed for subsets of these objectives; and assessment materials are provided to assess each child's mastery of these objectives. Experiences which encourage understanding and enjoyment of mathematics are provided through large-group, small-group, and individual activities.

DMP provides the necessary assessment materials and a management system so that each child may be assessed and grouped with others who are ready for the same objectives. It provides a wide variety of activities to take care of individual interests.

A punch-card has been designed to keep a systematic record of pupils progress. The DMP topic number and the objective for each topic are listed. When a pupil passes an objective the hole is punched out, thus it is an efficient way to see how to regroup for future teaching.

Name: _____

Birthdate: _____

2/75

1-14	
Mathematics	
Objective	Topic
object	
same and different	1
as object	
two lengths	2
two lengths	
as lengths	3
several lengths	4
its length physically	
physical representation	5
compare and order lengths	
its movement physically	6
its movement pictorially	
two sets	
two sets	
as sets	7
several sets	
3-D object	8
its set physically	
physical representations	9
compare and order sets	
as location	10
object	
its set pictorially	
pictorial representations	11
compare and order sets	
	12
and orders occurrences	13
number for a set	
number	
numeral	14
numeral for number	
set	
CS 15-27	
THEMATICS	
es shape	
region	15
same or different	

16	1. compares two weights
	2. orders two weights
17	1. writes numerals 0-10
18	1. orders several occurrences
	1. represents weight physically
	2. assigns length measurement
19	3. assigns weight measurement
	4. uses length measurements to compare/order
	5. uses weight measurements to compare/order
20	1. describes path
	2. chooses path
	3. constructs path
	1. reads comparison sentences
	2. chooses comparison sentences
21	3. writes comparison sentences
	4. validates comparison sentences
	5. completes open comparison sentences
22	1. compares and orders capacities
	2. assigns capacity measurement
	1. reads order sentences
	2. chooses order sentence
	3. writes order sentence
23	4. validates order sentence
	5. completes open order sentence
	1. states number for a set 11-20
	2. writes numeral 11-20
24	3. reads numerals 11-20
	4. models numbers 11-20
	5. orders numbers 0-20
	1. reads sentence with 0-20
	2. writes equalizing situations for 0-20
25	3. chooses a sentence which represents an equalizing situation for 0-20
26	1. moves in given direction
	2. constructs path given points
	3. chooses points
	1. reads sentence with 0-20
27	2. writes equalizing sentence with 0-20
	3. chooses equalizing sentence with 0-20

TOPICS - 28-40
DMP MATHEMATICS

1. names figure	28
2. chooses figure	
1. chooses joining or separating sentences 0-20	29
2. writes joining or separating sentences 0-20	
1. groups objects	30
2. writes grouping notation	
1. represents figure physically	31
2. represents figure pictorially	
3. states fractional name	
4. represents fractional name	
1. writes joining or separating sentences 0-10	32
2. validates sentences 0-10	
3. solves open sentences 0-10	
1. states number for set 0-99	33
2. writes compact from expanded	
3. writes number 0-99	
4. reads numbers 0-99	
5. models numbers 0-99	
6. writes expanded from compact	
7. orders numbers, 0-99	
1. assign standard capacity measurement	34
1. writes sentence 0-20	35
2. validates sentence 0-20	
3. solves open sentence 0-20	
1. sorts objects	36
1. partitions set	37
2. writes partitioning sentence	
3. models grouping notation	
4. states fractional name	
5. models fractional name	
6. states whether fractional part	
1. writes sentence 0-99	38
2. regroup objects	
1. assigns standard length measurement	39
1. writes compact sum 0-99	40
2. writes compact difference 0-99	

TOPICS - 40-56
DMP MATHEMATICS

1. models movement	41
2. describes movement	
1. assigns standard weight measurement	42

Roach Elementary School

Name: _____

Birthdate: _____

2/75

43	1. states solution sentence
44	1. states whether line of symmetry
	2. states whether symmetrical
	3. compares and orders angles
	4. orders angle with right angle
45	1. groups by 10
	2. writes expanded, 0-999
	3. writes compact from expanded, 0-999
	4. writes compact, 0-999
	5. reads number, 0-999
	6. represents number, 0-999
	7. writes expanded from compact, 0-999
	8. orders numbers, 0-999
46	1. physically represents area
	2. assigns area measurement
	3. compares and orders covered regions
	4. compares and orders area
47	1. writes open grouping sentence
	2. validates grouping sentence
	3. computes open grouping sentence.
48	1. describes figure
	2. classifies figures
	3. chooses or writes fractional name
	4. states whether fraction correct
49	1. validates + or - sentence
	2. states solution sentence 0-999
50	1. assigns standard length measurement.
51	1. represents duration
	2. compares and orders duration using representations
52	1. computes solution to open sentence, 0-999
53	1. describes location on a grid by using numbers
	2. identifies location on a grid that correspond to a pair of given numbers
	3. represents angle identification on a given object
	4. compares and orders angle using representation
54	1. orders fractions using representations
	2. states equivalent common fractions
	3. orders common fraction
	4. solves open grouping using representation
	5. compares and orders solid on attribute of volume
55	1. describes and classifies

Intermediate Math

During the summer of 1974 each intermediate unit spent time on an individualized math program to be implemented in the fall. Topics covered were record keeping methods, pre-tests and objectives.

The management program chosen was Basic Arithmetic Skills Evaluation (BASE). A card was devised to aid in organizing the flexible skill groupings. The two intermediate units developed their programs individually but within the same philosophy. Basically there were skill units and mini-units of varying lengths of time. See copies of the educational objectives, record cards, and good work award.

STUDENT PROFILE OF ARITHMETIC SKILL

Educational Objectives for B.A.S.E.

NAME _____ GRADE _____ DATE _____

301. Given a number of hundreds, tens and ones the pupil can identify the corresponding numeral.
302. Given any 2 numbers from 0 to 999 the pupil can compare the numbers by saying "greater than", "less than", or "equal to" or by using the symbols $>$, $<$, or $=$.
303. Given a set with not more than 31 numbers the pupil can identify the ordinal name.
304. Given a number word the pupil can read the number word and identify the corresponding numeral to 999.
305. Given any 3 digit numeral the pupil can identify at least 2 other numerals that name this same number.
306. Given any 3 digit numeral the pupil can tell how many hundreds, tens and ones are represented; given a number of hundreds, tens and ones the pupil can identify the corresponding numeral.
307. Given an addition combination with sum through 20 the pupil can find the sum.
308. Given a subtraction combination with a sum up to 20 the pupil can find the difference.
309. Given a number sentence with a missing addend the pupil can find the missing addend with a sum up to 20.
310. Given any 2 numbers from 0 to 999 with sum less than 1,000 the pupil can find the sum.
311. Given any 2 numbers from 0 to 999 with sum less than 100 the pupil can show that the order in which the two numbers are added does not change the sum.
312. Given any three 2 digit numerals with sum less than or equal to 100 the pupil can rename 10 ones as 1 ten and find the sum.
313. Given any 3 numbers less than 99, with sum less than or equal to 100 the pupil can show that the order in which the addends are grouped does not effect their sum.
314. Given multiples of 10 the pupil can state the product.
315. Given multiples of 5 the pupil can state the product.
316. Given multiples of 2 the pupil can state the product.
317. Given a multiple of 10 and number of equal sets the pupil can find the number of members in each set.
318. Given a multiple of 5 and number of equal sets the pupil can find the number of members in each set.
319. Given a simple 1 step story problem involving addition or subtraction with no number larger than 3 digits the pupil can identify the mathematical sentence for the problem.
320. Given a region or a set divided into halves, fourths, thirds, sixths, or eighths, the pupil can identify the fraction associated with the marked parts.
321. Given orally any of the fractions with denominators of halves, thirds, fourths, sixths, or eighths, the pupil can identify the fractions.
322. Given pictures of a clock face the pupil can tell time to the nearest 5 minutes.
323. Given a dollar and a half dollar the pupil can show other amounts that equal a dollar and half dollar using quarters, dimes, nickles and pennies.

STUDENT PROFILE OF ARITHMETIC SKILL

NAME _____ GRADE _____ DATE _____

401. Given any one of the numerals 0, 1, 2, 3, 9, 999, the pupil can read it.
402. Given any 4 digit numeral the pupil can tell the value of each digit.
403. Given any two 3 digit numerals the pupil can rename 10 ones as ten and 10 tens as one hundred and find the sum.
404. Given two 2 digit numerals the pupil can rename ten as ten ones and find the difference.
405. Given two 3 digit numerals the pupil can rename 100 as 10 tens, and 1 ten as ten ones and find the difference.
406. Given any 2 numbers up to 4 digits the pupil can show that the order in which the numbers are added does not change their sum.
407. Given any 3 numerals up to 4 digits the pupil can show that the order in which the addends are grouped does not affect their sum.
408. Given any 3 numerals up to 4 digits the pupil can rename ones to tens, tens to hundreds and hundreds to thousands and find the sum.
409. Given a multiplication combination whose product is 45 or less the pupil can find the product.
410. Given a division combination where the product is 45 or less the pupil can find the quotient.
411. Given a simple 1 step story problem involving addition, subtraction, or multiplication with no number larger than 3 digits the pupil can identify the mathematical sentence for the problem.
412. Given a word phrase or sentence the pupil can translate it into a mathematical phrase or sentence.
413. Given a fraction with a denominator not greater than 12 and the numerator less than 12, the pupil can identify a model represented by the fraction; given a model (number line, region or set) divided into parts the pupil can identify the fraction represented by the marked parts.
414. Given 2 fractions with a like denominator not greater than 12, the pupil can compare them by saying "greater than", "less than", or "equal to", or by indicating the appropriate symbol $>$, $<$, or $=$.
415. Given a clock face the pupil can tell time to the nearest minute.
416. Given a problem involving money the pupil can make change from a \$5.00 bill.

STUDENT PROFILE OF ARITHMETIC SKILL

NAME _____ GRADE _____ DATE _____

501. Given any of the numerals 0, 1, 2, ...1, 999, 999, the pupil can read it.
502. Given any of the Roman Numerals I, II, III,...XXXXIX the pupil can read it and identify the equivalent decimal numeral.
503. Given any 6 or less digit numeral the pupil can tell the value of each digit.
504. Given any two 4 to 5 digit numerals the pupil can find their difference.
505. Given any four 3 digit numerals the pupil can find the sum.
506. Given any three 4 digit numerals the pupil can find the sum.
507. Given any multiplication combination the pupil can find the product.
508. Given any division combination the pupil can find the quotient.
509. Given a 1 digit numeral and 2 to 4 digit numerals the pupil can find the product.
510. Given any multiple of ten, less than 100, and any 1 to 4 digit numer the pupil can find the product.
511. Given any 4 digit number and 1 digit divisor the pupil can find the quotient and remainder, if there is any.
512. Given any two 2 digit numerals the pupil can show that the order in which they are multiplied does not affect the product.
513. Given any three 2 digit numerals the pupil can show that the way in which they are grouped for multiplication does not affect their product.
514. Given a simple true mathematical equation with one operation and one variable the pupil can find the solution.
515. Given a simple 1 step problem with any one of the four arithmetic operations, the pupil can solve it.
516. Given a fraction model (a number line, a region or a set) the pupil can identify the associated fraction; given a fraction the pupil can identify a fraction model.
517. Given 2 fractions the pupil can compare them using the appropriate relation symbol.
518. Given a fraction the pupil can identify another fraction equivalent to the given fraction.
519. Given any 2 fractions with like denominators the pupil can find their sum or difference.
520. Given models of geometric solids the pupil can identify spheres, cones, cylinders, cubes, rectangular prisms and square prisms.
521. Given 2 polygons the pupil can determine whether they are congruent.
522. Given 2 measurements in like units to be added or subtracted the pupil can find the sum or difference with appropriate unit labels.
523. Given a measurement expressed in inches, feet or yards the pupil can rename the measurement using the other units. (for example 10 feet = 3 yards and 1 foot.)

STUDENT PROFILE OF ARITHMETIC SKILL

NAME _____ GRADE _____ DATE _____

601. Given any numeral up to 9 digits the pupil can tell the value of each digit.
602. Given a 4 or 5 digit numeral the pupil can round off the numers to the nearest ten.
603. Given a 4, 5 or 6 digit numeral the pupil can round off the numers to the nearest hundred.
604. Given any four 3 digit numerals the pupil can use renaming and find the sum.
605. Given any three 4 digit numerals the pupil can use renaming and find the sum.
606. Given any two 4 digit numerals the pupil can use renaming and find the difference.
607. Given any two 3 digit numerals the pupil can find the product.
608. Given a 1 digit divisor and up to a 4 digit dividend the pupil can do the division by finding the quotient and remainder, if there is one.
609. Given any 4 digit dividend and 2 digit divisor the pupil can find the quotient and the remainder if there is one.
610. Given any 2 step story problem with no extraneous information and more than one of the arithmetic operations the pupil can solve it.
611. Given any 2 fractions the pupil can find the least common multiple of their denominators.
612. Given a fraction the pupil can find the greatest common factor of the numerator and denominator.
613. Given a frequently used fraction the pupil can identify it in the simplest form.
614. Given a fraction where the numerator is greater than the denominator the pupil can express it as a mixed numeral; given a mixed numeral the pupil can express it as a fraction.
615. Given 2 unlike fractions with denominators of 2, 3, 4, 5, 6, 7, 8, 9, 10 or 12 the pupil can find their sum or their difference.
616. Given 2 mixed decimal fractions less than 100 expressed in tenths or hundredths the pupil can find their sum or difference.
617. Given 2 frequently used fractions the pupil can find their product.
618. Given trapezoids, rhombuses, pentagons, and hexagons, the pupil can identify and sort them.
619. Given examples the pupil can identify pictures of parallel lines, perpendicular lines, intersecting lines.
620. Given square, rectangular, or triangular regions on geoboard or squared paper the pupil can find the area by counting.
621. Given a measurement expressed in meters or centimeters the pupil can estimate the measurement expressed in yards, inches or feet.

311
315
316
409
509
509
511
511
511
609
609

Division

31
31
41
50
51
60
60

Story Problems

31
41
41
51
61

[illegible]

Int. - Introduced
C. S. - Class Size
M. - Mastered (date)

Roach Elementary School
1974-1975

Mini Units

Misc.

302
305
517
522
523
621
502
602
603

24

Time and money

Subtraction

Addition

322-
323
715
717

1705
 507
 707
 60E
 80E

509
709
905
505
807
207
907
707
313
213
113
013
307

reactions

Number Recognition

301
303
307
401
501
506
402
503
601

320
321
413
411
516
518
611
612
613
614
615
616
617

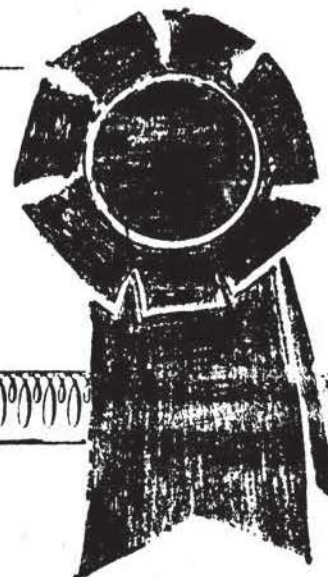


GOOD WORK AWARD



TO _____

BY _____



CONSULTANTS

In February, 1975, Dr. Roy Steinbrook talked to the Decatur Elementary Principals and other Administrators on the topic of I.G.E.

Dr. Steinbrook gave a report of IGE schools and made suggestions on how schools can become IGE. He discussed several management systems that can be used in individualizing the curriculum.

Dr. Steinbrook is an Associate Professor of Elementary Education, Southern Illinois University at Edwardsville.

He has had experience working with IGE schools and has conducted courses on alternative systems of education.

On February 10, 1975, Dr. Mary Montgomery came to Roach as a consultant for D.M.P. to aid in implementing the math program. She visited as many math classes as her time permitted. After school she conducted a question and answer period which aided the teacher in knowing that the procedures being used were correct. She provided a much needed shot in the arm for all of the teachers.

Dr. Montgomery, a math major, was a leading writer of the Developing Mathematics Processes program. During the study testing, Dr. Montgomery was a liaison between the practical application and the theory aspect of D.M.P.

PRESENTATIONS

Sharing our experiences as an I.G.E. school with other people has been an interesting part of our year. Our panel of speakers included at least one member from each unit. There were also primary intermediate and special education teachers represented.

Some of the topics covered were: explanation of primary math program, explanation of the intermediate math program, and special education and regular classroom teachers views on mainstreaming and how it affects their children. Throughout the school year the panel spoke to Elementary Cabinet (principals and administrators), the Sunnyside Faculty, and the Macon County Educational Service Region Workshop.

MATTESON READING SYMPOSIUM

Roach's two Title I reading teachers, along with several other Title I teachers from Decatur, attended a three-day conference in Harvey, Illinois, during December. This was the second Matteson 4-Dimensional Reading Symposium.

Many well-known speakers in the reading field were there, and conference delegates were able to participate in workshops with them. The major dinner speakers and their topics were: Dr. Walter Barbe, "Personalizing Reading Instruction", Dr. S. Alan Cohen, "What is a Reading Problem?", and Dr. George Spache, "New Developments in Reading."

This was a worthwhile conference as it included many prominent speakers and three completely filled days of meetings.

ILLINOIS CONFERENCE FOR CHILDREN WITH LEARNING DISABILITIES

On May 16 and 17 the Learning Disabilities teachers went to the Illinois Conference for Children with Learning Disabilities.

There were several sessions available with a variety of topics.

One interesting session concerned mainstreaming learning disabled children into the regular classroom. At Pleasant Ridge Elementary School they had two programs for L.D. students. The child who is not quite ready for integration works in the resource room with an L.D. teacher. At some time during the year, he is ready to be integrated in some academic area, he is then placed in a regular room for that subject or subjects.

The other program at Pleasant Ridge is the integration program. Several criteria must be met before the child is mainstreamed. These criteria are:

1. attends to teacher's directions in a large group.
2. can work without classroom structure.
3. can manage belongings and school supplies between at least 2 classes.
4. responds to more than one teacher.
5. recognizes real need for help and asks for it.
6. should be able to follow assignments by contract.
7. should have enough self-confidence in working with regular classroom teacher so as not to be dependent on L.D. staff.

When the child is mainstreamed into the regular class, there is another L.D. teacher who works with the regular teacher to give resource services.

LEADERSHIP CONFERENCES

Two leadership conferences are held in Illinois each year by Illinois Leadership Council of IGE.

On October 10, 1974, two unit leaders and the principal attended a conference on "Parent-Home Communications".

On April 24, 1975, the two other unit leaders and the principal attended the conference on "The Role of Colleges and Universities in Training Teachers for IGE Schools."

ILLINOIS IGE LEADERSHIP COUNCIL
(State IGE Coordinating Council)
Office of the Chairperson

MEMORANDUM OF AGREEMENT BETWEEN THE STATE IGE COORDINATING COUNCIL OF ILLINOIS AND ITS
PARTICIPATING SCHOOL DISTRICTS TO IMPLEMENT INDIVIDUALLY GUIDED EDUCATION (IGE)

A. This agreement shall be in effect from the date it is fully executed until May 31, 1975.

(Note: Provisions prefaced by an asterisk * are considered desirable rather than mandatory.)

B. The State IGE Coordinating Council agrees to:

1. sponsor workshops for principals and prospective unit leaders for IGE implementation during 1974-1975.
2. assist in securing consultative help for participating schools during the first two years of program implementation.
3. encourage each building staff to use inservice materials as appropriate.
4. disseminate IGE information, via the state IGE Coordinator, to IGE school systems and schools, teacher-education institutions, and other appropriate agencies.
5. provide appropriate printed materials. (This does not apply to those publications produced on a cost basis by the R & D Center.)
6. provide certain audio-visual materials free of charge via the state IGE Coordinator's office.
7. facilitate PACT network activities.

C. The Participating School District agrees to:

1. designate one person in the district to be responsible for the successful operation of the IGE in the district's attendance center(s).
2. provide funds for the staff to attend necessary workshops and inservice programs.
3. implement a well-planned local inservice education program to retrain the staff in IGE techniques and procedures. It is recommended that the principal(s) and unit leaders conduct the IGE inservice program.
4. hold a 3-5 day workshop for the staff of each building in late August or early September for the purpose of developing IGE in one or more subject areas.
5. hold two 1-day (or $4\frac{1}{2}$ day) workshops for the staff of each building during the school year.
- *6. assess present teachers and other school personnel relative to their inclusion in a multiunit school program.
- *7. arrange to include only compatible staff members in each unit and school, and allow those who do not wish to participate to transfer without prejudice to another building.

8. implement IGE as specified below in at least one school:
 - a. Organize a complete building in multiunit design to include:
 - (1) multi-age/grade units
 - (2) unit leaders (with released time for planning if possible)
 - (3) aide(s) for each unit (voluntary or paid)
 - (4) an instructional improvement committee (IIC) with delegated decision-making powers related to instruction and provision for weekly IIC meetings.
 - (5) 3-5 hours of instructional unit (team) planning time per week provided during the school day.
 - b. Curriculum:
 - (1) implement IGE instructional programming in at least one subject matter area during the first year of implementation. (may or may not be a product of the R. & D. Center.)
 - (2) grant each IGE center permission to use appropriate instructional materials and assessment procedures in IGE subject matter areas, based upon the needs of their pupils, that include these components:
 - (a) performance objectives
 - (b) assessment for objectives
 - (c) diversified learning activities
 - (d) post-assessment and evaluation
 - c. Parent Communication:
 - (1) implement a planned program of parent communications.
 - (2) hold one or more meetings per year to allow for parent-teacher interaction regarding the IGE program.
9. establish a Systemwide Program Committee (SPC) to facilitate implementation of IGE in the district's school(s). The SPC should be chaired by the Superintendent or his designee, should include a central office representative, principals and unit leaders from each of the multiunit schools, and should hold meetings at least once each quarter.
10. develop (through Central Office encouragement) greater flexibility in use of materials, time, space, funds and personnel.
11. report to the IILC Chairperson by May of each year, any substantial deviation(s) from the provisions of this agreement and/or major difficulties experienced in meeting performance objectives.

SIGNATURE SHEET

Right-hand column to be
completed by the district:

Accepted by:

Office of the Chairperson

Illinois IGE Leadership Council
Intermediate Implementation Agency

School District

Authorized Signature

Authorized Signature

Title: Chairperson, Illinois IGE
Leadership Council

Title

Date

Date

Dr. L. Wayne Krula
Chairperson
Illinois IGE Leadership Council
6141 Kimberly Drive
Tinley Park, Illinois 60477
Telephone: 312-532-4060

P.A.C.T.

PACT is a state-wide network of IGE schools. PACT (Program to Activate Change Today) works to improve communication between existing IGE schools and helps to spread the idea of IGE to new schools.

Illinois is divided into five PACT areas. Each area is centered around a college or university that believes in the IGE philosophy. Decatur is part of PACT III which is centered at the University of Illinois and Eastern Illinois University.

Some services available through PACT are:

1. Training films concerning IGE in-service training of teachers.
2. Consultant services for in-service training.
3. Awareness workshops to encourage other schools to join the IGE system.
4. Teacher idea exchanges.
5. Workshops dealing with special problems found in IGE schools.

PRE-STUDENT TEACHER CENTER

Roach Elementary School was chosen at the site of E.I.U.'s student teacher center. The choice of Roach was made because it has an Individually Guided Education program for the students.

Many of the EIU students are majoring in Special Education. Roach has nine Special Education classes. The EIU students majoring in Socially Maladjusted, Type C, were placed at Washington School. All elementary education majors were placed at Roach. A total of seventeen students were based in Decatur. These students were working with children under the direct supervision of a teacher for four or more hours a day. Teachers from EIU came to Decatur to teach these students reading methods, math methods, philosophy, science, EMH-remediation, and L.D. evaluation.

Dr. Carol Helwig worked directly with teachers and EIU students to coordinate their learning experiences. Each student was able to experience five weeks of training on three different levels.

INTERVIEWS

In order to evaluate this year's program first hand it was decided to conduct parent interviews. This way a first hand account could be received. First, a letter was sent to all parents informing them of the evaluation process to be followed and our hope for their cooperation. A random list of parents from each unit was compiled and parents were called for appointments. Each unit leader was to interview 13 parents. We began at 8:00 a.m. with 30 minute interview times followed by a 10 minute writing time. We set up 3 times after the dinner hour hoping to get some parents who were working. Approximately 80% of the parents came and responded to the questions. Parents were most ready to respond and were very honest and open with their answers. It was felt that this method of evaluation was most successful. A follow-up letter of thanks was sent to the parents who participated in the interviews. (See sample.)

Student interviews were also held in the evaluation of the program. The unit leader was to take 2 children from each classroom and talk with them informally about the program.

Roach School
1932 E. William
Decatur, Ill. 62521

Dear Parents,

As you know, we have taken a new approach to learning this year. We have become an Individually Guided Education School (I.G.E.). This means that we look at each child as an individual and attempt to provide him with an educational program that meets his needs.

In implementing our new program, several steps were taken. Goals, purposes, and objectives were set. Materials were purchased. The staff planned and initiated the I.G.E. method of learning in math for our beginning year. Now, as we come to the end of this year, our last step is to see how successful our program has been.

We need your help in evaluating what we have done. If you would like to share your comments with us, please feel free to do so at any time. In addition to this, we will select parents at random to participate in interviews with us. If you are called from the school office for such an interview, we hope you will be willing to come. We are looking forward to our working together.

Sincerely,

Edwin D. Mellon
Principal
and
The Roach School Staff

PARENT INTERVIEW QUESTIONS

I. Communication

Are you familiar with our innovative and gifted program?

Have you visited our classrooms and seen our Math program?

Do you feel that you can visit anytime?

Have you had contact with your children's teacher(s)? Do you feel as free to talk to different teachers as one homeroom teacher?

Do you feel you are "listened to" when you have a conference or a concern?

Have you received the Newsletter? What are your comments on the Newsletter?

Do you think parents would appreciate a call at year's beginning, letting you know about our new programs?

II. Math

We have taken a different approach to math. Has your child's attitude toward Math changed?

Does your child feel challenged or frustrated with our math program?

How does your child use math skills at home?

In math there are skills to be learned and problem solving techniques to be mastered. Do you feel that one is more important than the other or are both equally important?

Do you understand why your child has not been placed at a grade level but instead is placed at his own ability level?

Do you feel in an age of computers it is important for children to memorize math facts or should they rely on pocket computers?

III. Discipline

An important part of our innovative program is to develop self-discipline and self-direction.

How do you think parents should help children develop responsibility for their own actions?

How should the school and parents work together toward this goal?

Do you find the opening school bulletin helpful to you in understanding school rules and policies?

Do you think your children know the school rules and understand the reasoning behind them?

In our program your child is exposed to many adults. How has your child felt about this?

What would you do if you had 15 kids who need discipline, how would you handle a child with a problem?

IV. Attitudes

What have been your child's/children's attitude, toward school this year? What do they talk about?

Are you concerned about your childrens being a part of an innovative program?

Do you think the program has made your children more independent? Are they assuming more responsibilities at home?

How have your children felt about the Special Education students being in their classes? (or opposite)

In our program your child may be taught at certain times by a Special Education teacher (reg. teacher), do you see this as a problem?

If you could change something at Roach School what would it be?

PARENT INTERVIEWS - RESPONSES

COMMUNICATION

Are you familiar with our innovative and gifted program?

General comments

yes - 27
no - 7

Specific comments

Read in newspaper - 2
Learned through letters

Have you visited our classrooms to see our Math program?

yes - 11
no - 1

Do you feel that you can visit us anytime?

yes - 25
no - 1

Some felt they may be bothering the teacher
Didn't think parent visits were important

Have you had contact with your children's teacher(s)?

yes - 5
no - 1

Do you feel as free to talk to different teachers as one homeroom teacher?

yes - 11
no - 11
All felt they were "listened to".

Would you like to see parents volunteering in the classroom?

no - 1--wanted trained, qualified people.
remaining said yes without qualification.

Have you received the Newsletter? What are your comments on the Newsletter?

11 - could care less
3 - kept it to refer to
1 - never saw it
17 - liked it very much

Do you think parents would appreciate a call at year's beginning, letting you know about our program?

Think it is extra work for teacher.
Couldn't remember being called.

MATH

We have taken a different approach to math. Has your child's attitude toward math changed?

General comments

5 - no difference
1 - big change
2 - child didn't talk much
3 - child doesn't talk about math at all

Specific comments

Happy - not frustrated
Doesn't like school--didn't think ever would

Does your child feel challenged or frustrated with our math program?

All seemed to think the children were
not frustrated

1 - felt child frustrated but had always
been so frustration was not due to
the innovative program

How does your child use math skills at home?

General comments

Specific comments

Drew plans for table to scale

Uses $7 \frac{3}{4}$ whereas before didn't notice

In math there are skills to be learned and problem solving techniques to be mastered.
Do you feel that one is more important than the other or are both equally important?

Trend seems to be primary - problem solving
intermediate-skills

Do you understand why your child has not been placed at a grade level but instead
is placed at his own ability level?

All said yes - all agreed with premise

Do you feel in an age of computers it is important for children to memorize math facts
or should they rely on pocket computers?

yes - over one-half said definitely
computers good after learning - not to replace

ATTITUDES

What have been your child's/children's attitudes, toward school this year?
What do they talk about?

Doesn't necessarily talk

3 - change for better

1 - didn't change

2 - no answer

Special Education - change for better because of more involvement in the school.

Are you concerned about your children being a part of an innovative program?

12 - Intermediate - afraid the program would not be carried on

1 - Primary - afraid the program would not be carried on

22 - happy to be a part

Do you think the program has made your children more independent? Are they assuming
responsibilities at home?

always been independent - no change
hope self-discipline will carry over
when teenagers by taking some respons-
ibility for their actions

How have your children felt about the Special Education students being in their classes?
(or the opposite)

no problem
as long as no trouble

her child can help Special Education
child feel better about himself
1 - didn't know - but this child likes
the manual communication used in the
acoustically handicapped rooms so she
is happy and has changed her opinion

PARENT INTERVIEWS - RESPONSES

COMMUNICATION

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Specific comments

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as long as no trouble

her child can help Special Education
child feel better about himself
1 - didn't know - but this child likes
the manual communication used in the
acoustically handicapped rooms so she
is happy and has changed her opinion

In our program your child may be taught at certain times by a Special Education teacher (reg. Teacher), do you see this as a problem?

General Comments

No problem

Specific Comments

Feedback from Special Education teachers about problems is good
Slow children need extra help
Perhaps Special Education teachers had special training to help our children

If you could change something at Roach School what would it be?

Specific Comments

Get a new P.A. System
More noon supervision
Children are in line too long, then told to hurry when eating
Not kept after school, but at recess or noon.
Worried about children after school-should not keep whole room if a few were bad
Report cards
Grassy area
New building
Stagger noon hour
Give rules at the beginning of the year
Class newspaper
Class officers
Creative activities
No change
Parental input into curriculum (Special Education especially)
Not punished or spanked for not eating lunch or drinking milk
1 - seemed prejudiced against minority race
Special Education should be in home school

DISCIPLINE

An important part of our innovative program is to develop self-discipline and self-direction. How do you think parents should help children develop responsibility for their own actions?

Chores to do
No responsibility given

How should school and parents work together toward this goal?

School should have a parent group to help parents be parents
Courses in High School on child rearing
Parents should support teachers in discipline

Do you find the opening school bulletin helpful to you in understanding school rules and policies?

Majority said it was helpful
Some - no comment
Some - used for reference

Do you think your children know the rules and understand the reasoning behind them?

Kids know reasoning

A few said - kids don't need to know reasoning if
a teacher says they should do something, they should
do it

The young children don't understand, but they will later

In our program your child is exposed to many adults. How has your child felt about this?

No problem

What would you do if you had 15 kids who need discipline, how would you handle a child with a problem?

Firm hand best, after reasoning

Conference first

Paddle

Never discipline in anger

Separate children

That's why I'm not a teacher

Has never seen a teacher abuse child - only parents

Parents are at fault for not teaching children at home

Firm hand is better

Reward good behavior instead of using punishment

Special projects should be provided so they wouldn't need to punish

Put in a leadership role, then take it away when discipline is needed

The following note was sent to parents following the interviews:

Dear _____,

We would like to take this opportunity to thank you for coming to school for your interviews. Your opinions and ideas were greatly appreciated and will help us in evaluating our program here at Roach.

We hope, in the future, to use your suggestions as we continue to develop the program which we believe will help each individual child.

Sincerely,

TEACHER QUESTIONNAIRE

In the innovative program:

1. Do you feel that your unit leader and/or principal have been responsive to your needs? Do you have any suggestions for improvement?
2. Do you feel you have been kept informed about general information?
3. Do you feel (if we had it at the beginning of the year - primary) this math program has been as successful as a traditional approach? Why or why not?
4. How do you feel about having to give more of yourself (energy and time) to make a successful ICE school?
5. Has the program affected discipline? In what ways?
6. What traditional possibilities are there for Roach staff and parents to work together?
7. How has mainstreaming affected your teaching and your classroom?
8. If you could change something at Roach School, what would it be? (This is a far out thought, but we would like an answer.)

Eastern Illinois University

QUESTIONNAIRE FOR I.G.E. PROGRAM AT ROACH SCHOOL-DECATUR

1. How do you feel that personnel in the program have been responsive to your needs?
2. How do you feel you have been kept informed about general information concerning the school and the program?
3. How do you feel this math program compares with a traditional approach?
4. How do you feel about having to give more of yourself (energy and time) to make a successful I.G.E. program?
5. How could you see this program affecting discipline?
6. What additional ways are there for the Roach staff and the students from Eastern Illinois University to work together?
7. How has mainstreaming affected your philosophy of teaching and your future performance in the classroom?
8. FAR-OUT-THOUGHT!!!!!!—if you could changesomething at Roach School, what would it be?

J.P. QUESTIONNAIRE

1. How do you feel that personnel in the program have been responsive to your needs?
2. How do you feel you have been kept informed about general information concerning the school and the program?
3. How do you feel this math program compares with traditional approach?
4. How do you feel about having to give more of yourself (energy and time) to make a successful I.G.E. school?
5. How could you see this program affecting discipline?
6. What additional ways are there for the Roach staff and the students from EIU to work together?
7. How has mainstreaming affected your philosophy of teaching and your future performance in the classroom?
8. FAR-OUT-THOUGHT!!!!!! If you could change something in Roach School, what would it be?

"WE WILL BE"

UNIT SYSTEM

1975 - 1976

The Roach School faculty will be divided into four multi-level units. Each unit contains regular classroom teachers and Special Education teachers. The make-up of each unit is as follows:

UNIT I

First Grade
Second Grade
Third Grade
Acoustically Handicapped
Learning Disabilities
Educable Mentally Handicapped
Kindergarten
Title I

UNIT II

First Grade
Second Grade
Third Grade
Acoustically Handicapped
Learning Disabilities
Title I

UNIT III

Fourth Grade
Fifth Grade
Sixth Grade
Learning Disabilities
Educable Mentally Handicapped

UNIT IV

Fourth Grade
Fifth Grade
Sixth Grade
Learning Disabilities
Educable Mentally Handicapped
Acoustically Handicapped

AREAS FOR FUTURE INDIVIDUALIZATION

The Roach staff will individualize in the following areas for 1975-76:

1. The intermediate and primary grades will participate in a pilot study using the Ginn Individualized Spelling Program.
2. The intermediate grades anticipate field testing the Design for Math.
3. The primary grades will individualize in the area of reading using the Systematic Approach to Reading Instruction (SARI) for skill grouping.

RECOMMENDATIONS

After studying the results of teacher questionnaires, parent interviews, and student conferences the following recommendations were presented to the faculty and revised as noted: (*-Revision)

1. Individualization of math be continued in the primary grades using Developing Mathematics Processes.
2. A pilot study be initiated for the individualization of Spelling (Ginn Individualized Spelling Program - be implemented when applicable.)
3. The primary grades begin individualization of reading using Lippincott and supplementary materials.
4. The intermediate grades continue the individualization of the math program and the recording system be evaluated and defined.
5. The intermediate grade continue the present reading program using Ginn and supplementary materials.
6. The student participation from Eastern Illinois University be continued.
7. Mainstreaming of special education children be continued.
8. The school purchase adjacent property so an ecology area and a grassy play area can be established.
9. A committee of teachers representing each unit implement opportunities for creative expression and experiences for students. i.e. clubs, special projects, poster display, newspaper, etc.

 *A committee of teachers representing each unit coordinate opportunities for creative expression and experiences for students. i.e. clubs, special projects, poster display, newspaper, etc.
10. The attic be converted into a storage or work area with shelves provided for each teacher or unit.

 *The attic and/or over-sized restrooms be converted into a storage or work area with shelves provided for each teacher of unit.
11. Faculty meetings be held on the first Monday of each month (or on the second if school was not in session on the first Monday) and more often when necessary.
12. A committee of teachers develop a policy relative to notification of parents when children are kept after school.
13. The unit leaders be given released time for unit duties each week and during the second semester of 1975-1976 released time be given to a committee consisting of the Unit Leaders, Principal, and the Director of Innovative Funds for the process of evaluation of the Innovative Program.
14. A committee of teachers be established to plan pertinent consultant services for teachers. This committee would have funds available.
15. A committee composed of the principal, teachers, parents, and students formulate a revised set of rules and regulations for Roach School.
16. A place to improve written communication be established through discussion of the faculty on June 2.

 *A place to improve written communication be established through discussion of the faculty on June 2. (Bulletin Board-by magazine table then in the blue book.)
17. A public relations committee be established consisting of teachers from each unit.

19. The lunch hour be divided into four overlapping periods with approximately 20 minutes spent in the lunch room and the final 20 minutes to be spent on the playground. The 20 minutes in the lunch room seems to be an excellent time to help children understand table manners and to encourage them to try all the foods served at school.

* the above was tabled.

20. The materials center be open to students and teachers during the noon hour and before and after school, with the Materials Center Consultant or a volunteer on duty. The Materials Center Consultant would alternate her noon hour and have a schedule posted so that units will know when the Materials Center is available to them.

*The materials center to be open to students before and after school, with the Materials Center Consultant or a volunteer on duty. The Materials Center Consultant would alternate her noon hour and have a schedule posted so that units will know when the Materials Center is available to them.

ADDITIONS

21. Opportunities should be given to teachers, other than unit leaders, to attend other conferences (IGE or others).
22. An assistant unit leader should be appointed in each unit for supportive purposes.

APPENDIX J
PARENT HANDBOOK

Roach School Staff

Mr. Edwin D. Mellon - Principal
 Ms. Ethel B. Brown - Secretary
 Mrs. Joanna Johnson - Secretary
 Mrs. Margaret Ahlrich - Clerical Aide

Unit I

Grade	Room	Teacher
1	103	Miss Connie Newton, Unit Leader
1	101	Mrs. Barbara Darflinger
2	104	Mrs. Marilyn Ward
Kdg	009	Mrs. Alice Harris
PPAI	005	Mrs. Sue Cobb - Mrs. Sarah Cunningham, Aide
PEMI	007	Mrs. Jean Irons - Miss Marilee Dalton
Title 1	214	Mrs. Kay Paul
P-LD	102	Miss Cathy Gogerty - Mrs. Gloria Schalk

Unit II

1	111	Mrs. Cheryl Turner, Unit Leader
2	110	Miss Lucille Grabowski
1 & 2	112	Mrs. Joanne Sperry
PAI	208	Mrs. Jill Schultz
Title 1	107	Mrs. Gloria Mercer
P-LD	207	Mrs. Darla Mendenhall - Mrs. Roberta Williams Aide
PEMI	108	Miss Ann Ritter
Kdg	109	Mrs. Erma Adams - Mrs. Naomi Guyse, Aide

Unit III

3	211	Miss Nikki Barker, Unit Leader
3	209	Miss Pauline McEuen
4	210	Miss Marilyn Sander
4	212	Mrs. Sara Jerome
P-LD	203	Mrs. Sara DeLong - Mrs. Rosalyn Alexander, Aide
PEMI	206	Mrs. Gail Aubel
PEMI	205	Mrs. Susan Grider

Material Center Consultant Mrs. Marian Woyne
 Music Teacher, Janice Redden
 Nurse, Mrs. Norma Reiman
 Speech Therapist, Ms. Bonnie Wirfs
 Physical Education, Mrs. Linda Watson
 Social Worker, Mr. Phil Buker
 Psychologist, Mrs. Betty Towal
 Reading Strategist, Mrs. Marjorie Handley

Custodians:

Mr. Robert Boutcher
 Mr. William Ligon
 Mr. Donald White

HOT LUNCH PROGRAM

Roach School will have a hot lunch program and serving will begin on Thursday, August 25. The charge for hot lunch is 45¢ per day. This includes a carton of milk. Children who carry a sack lunch may purchase a carton of milk for 4¢ a day. We ask that lunches be paid for by the week, on the first school day of the week. A full five-day week of lunches will amount to \$2.25. The teacher keeps a full record of lunches ordered and paid for. There is a 3 day limit for charging lunches. Unless circumstances warrant a free or reduced meal, in which case the parent must fill out the required form, the child will be denied lunch in the school cafeteria until such charges are paid in full. Recess milk will be available only to kindergarten and pre-primary acoustically impaired classes. Milk is 4¢ per carton - 20¢ per week. Please send the lunch money in an envelope that is labeled with the child's name, room number and amount of money enclosed. Do not include any other money in this envelope. We will not tolerate continued misbehavior in the lunch room. The first time misbehavior occurs the child will be warned by the lunch room supervisor. The second time - they will be sent to the office, third time - a letter will be sent to the parent describing what the problem was, this letter will need to be signed by the parent and returned to school, the fourth time - the child will be suspended from the lunch room for at least one week.

INSURANCE

Student insurance for the school year will be offered by Nicholson, Clark & Co. Use the envelope given to you on registration day for the insurance payment. Rates for Kindergarten through 6th grade at school is \$4.00; 24 hour coverage is \$20.00.

ABSENCE

cause of illness for the day, the parents are requested to call the school on that day by 10:00 a.m. so the school will not have to call the home. The school number is 424-3200. A note is required before a student is allowed back into class after an absence or they will have to report to the office.

HOMEWORK FOR ABSENT CHILDREN

Unless a child's illness keeps him out of school for more than three days, it is usually more satisfactory for him to make up his work when he returns to school. If a child must have a long absence to convalesce and his doctor says he is able to do school work, the parents and teacher should confer on the assignment, methods, and materials for him. Accidents or long illnesses of two weeks or more should be reported to the office so action may be taken on getting a home teacher for the student.

EMERGENCY ANNOUNCEMENTS

In case of severe weather, cancellation of school that might effect individual buildings or the entire school system, school closings will be announced on radio station WDZ, WSOY, and on WAND-TV as quickly as a determination is made. Please listen for these announcements.

DISASTERS

In case of a Civil Defense alert during school hours children will be kept in the building. If an alert continues after school hours, children will be kept in the building until an "all clear" is given. Parents who wish to pick up their children during such an alert, may do so, but must come into the school and get the child. Practice alerts are held regularly at school.

MEDICATION

Any medicine, including cough drops, requires a pink form filled out and signed by the doctor. We do not administer medicine but we will keep it for the child to take only if we have the completed pink form.

SPECIAL SERVICES

Speech Therapist - Ms. Bonnie Wirfs will work with children, their teachers and their families when these children have speech differences. A child whose speech draws adverse attention may be considered as having defective speech and is eligible for speech training.

Nurse - Mrs. Norma Reiman will be the nurse at Roach.

Students in kindergarten, first, second, third, and Special Education will be screened for Vision and Hearing Jan. 6-9, 10, 11, 12, 13. Students in other grade levels will be screened on referral.

HEALTH EXAMS

Kindergarten Students will not be allowed to enter unless the medical and dental examinations have been done and the completed form returned to school on or before August 24, 1977. One exception-if the family has moved to Decatur recently, then they will be given time to have the medical and dental examination.

BICYCLES

Because of the heavy traffic in the Roach School area, no bicycles are to be ridden to school. The school is not responsible for anyone riding a bicycle to school and leaving it on school property.

SAFETY DIRECTOR

Officer Safety, with the Decatur Police Department, will be coming to our school to instruct the children in grades K through 4 in pedestrian and bicycle education.

GENERAL SCHOOL RULES

1. ~~Students may arrive~~ on the playground between 8:30 and 8:40 a.m.
2. On rainy days or when the temperature drops below 20°F (-6°C), children may enter the building by the west door after 8:30 a.m. and be seated in the auditorium or other designated area. Bus children will enter the building when instructed to do so by the teacher on duty.
3. Toys and play equipment are furnished by the school. Students are to leave their own at home unless asked by a teacher to bring something. Then it is to be taken to the office when arriving at school in the morning (with permission slip, to come in, from the teacher.)
4. If, for any reason, a child is late for school, he must report to the office before going to class
5. Students are to remain on the playground before school, at recess, at lunch hour, and at physical education time, unless they have a written permission note from the teacher to be in the building.
6. Children going home for lunch should arrive on the playground just before the afternoon warning bell (for his Unit) sounds.
7. Children may leave the playground at noon ONLY if they are eating at home.
8. If, for any reason, a child should not go out at recess or at noon, a note stating why - must be sent to the teacher.
9. Candy, gum and other treats shall not be brought to school by the children unless the teacher has given permission.
10. For safety reasons children must walk in all areas of the building except the gym. For the same reasons, stairs MUST be take One at a Time.
11. State law requires that all visitors check into the office.
12. No bicycles should be brought to school. There is too much school traffic and bicycles are often stolen or tampered with while on the playground.

OBJECTIVES FOR ROACH SCHOOL

1. Children will acquire feelings of adequacy and self-worth through opportunities for a variety of genuine successful experiences, and a growing capacity for self-discipline and self-direction.
2. Children will develop a positive attitude and an understanding and respect of the uniqueness of others.
3. Each child will receive early and continuous evaluation of his developmental progression in the learning program.
4. An environment will be provided which will foster a positive approach to learning.
5. Children will be provided with continuity in their learning experience.
6. In order to challenge and to stimulate productive development, each student's areas of strength will be identified.
7. Every child will be provided with a more individualized learning experience.
8. Teachers will be provided with resources such as techniques in behavioral management and special services of resource people.
9. Teachers will be provided with appropriate in service education to accomplish the goals stated.
10. Teachers will be provided with material resources.
11. Administrative and staff members will develop attitudes which will foster positive self-concepts among staff and administrative personnel.

PARKING

This year we will have nine special education classes, most of whom will be riding busses. Do not park in the area painted yellow between the signs marked "For Handicapped Only" unless you are picking up a handicapped child.

MATERIALS CENTER

Mrs. Marian Woyna is the Librarian for Roach's Materials Center. She will help the teacher and students in the use of books, magazines and other library materials.

VOLUNTEERS

Volunteers are very important in the operation of the school. Please check with Mrs. Woyna, Mr. Mellon or the teacher if you have time to contribute to this worthy cause.

* * * * *

If at anytime you have a change of address or telephone number, please call the office at 424-3200 and give them the information. It is important that we have this information in case of emergencies. Also we need to have a name and telephone number of someone whom we might call in case we cannot get the parent/guardian of a child.

* * * * *

NOTES

Special Education students at Roach School are integrated with regular elementary students in many classes in an effort to normalize the educational program for all. It is expected that this integration will help develop positive attitudes of self worth and greater understanding for the uniqueness of others.

Pre-Student Teacher Center

This off campus center, in cooperation with Eastern Illinois University, is designed as a pre-student teaching experience for elementary and special education majors. These students are given an opportunity to work with children under the direct supervision of a classroom teacher. In addition, the student teachers attend university classes held at Roach School. Roach was chosen as the site of EIU's Student Teaching Center because it is an elementary school with special education classes, and because it has an Individually Guided Education Program for the students.

SCHOOL HOURS

We ask the following schedule be followed:

Kdg. A.M. 8:45 - 11:30

Kdg. P.M. 12:10 - 3:00

8:30 A.M. Children should not arrive at school before this time. Playground supervision begins at 8:30

8:40 A.M. First Bell Rings

8:45 A.M. Tardy Bell Rings

3:00 P.M. Dismissal

RECESS

Unit I and II

10:05 - 10:15 A.M.

Unit III

10:20 - 10:30 A.M.

LUNCH HOURS

Unit II - 11:50 P.M. Class Resumes 12:35 P.M.

Unit III - 12:10 P.M. Class Resumes 12:55 P.M.

Unit I - 12:30 P.M. Class Resumes 1:15 P.M.

I.G.E.

Roach School is a part of a system of schools in Illinois using Individually Guided Education as a model. I.G.E. is designed to consider difference in the rates and styles of learning, level of motivation, and other factors that enter into the educational goals of the school.

Youngsters with like learning goals and styles are grouped together for each subject area. These groups remain flexible and may be changed as youngsters show progress. The teachers, the materials, and the media are selected to meet the learning style of the pupil. The teaching team selects the teaching area, the appropriate time and equipment necessary for that learning situation.

Reassessment determines how well each pupil is meeting his/her individually determined objectives and whether they are appropriate to him/her. If the pupil has not succeeded, the individual learning program is restructured to give him/her another opportunity to succeed. Roach School attempts to mold the school to the child, not the child to the school. Knowledge is essential, but youngsters also need to grow in creativity,

courage, confidence, independence, resourcefulness, and understanding. Children need to learn how to learn - "one-at-a-time" together.

The curriculum of I.G.E. school changes as the school becomes individualized. Usually one subject at a time is initiated into the program. The first areas of concern are usually, math, reading, and other Language Arts subjects. However, one facet of the curriculum is to help children develop a growing

PTA (Parent Teachers Association)

Place: Roach School Auditorium

Time: 7:30 P.M.

OPEN HOUSE

September 15, 1977

Watch Bulletins
For Future Meetings

August, 1977

The Roach School Staff welcomes you to a new school year. We will continue with our Individually Guided Education program.

On September 15, we will have visitation night as a part of our PTA program. We invite all of you to come, meet your teacher and learn about our program

The Roach School Advisory Council is made up of parents from each grade level and each special education area. We will need to replace 3 members this year. If you are called to serve as a council member, we would appreciate your acceptance. The council will meet approximately four times a year. Advisory Council recommendations will be put in our newsletter. We try to inform you of what is going on in our school through a monthly newsletter for each family.

We hope you will keep this Handbook for Parents along with your "Know Your Schools" calendar for future reference. If during the year, changes are made in the calendar or rules, you will be informed by a notice sent home with the students.

Let us work together to make our school the best.

Edwin D. Mellon,
Principal

1977 - 1978

HANDBOOK

for

PARENTS



Information

- School Program
- School Hours
- Objectives
- School Rules
- Hot Lunch Program
- Insurance
- Faculty
- General Information



**Individually
Guided
Education**

ROACH SCHOOL

1932 E. William Street
Decatur, IL 62521

GLOSSARY

A-160: Educational Plan II. Developmental Learner Objectives written by local districts and schools.

C.A.C.: Curriculum Advisory Council. This council is made up of teachers and administrators.

D.M.P.: Developing Mathematical Processes. The Individually Guided Education mathematics program.

E.S.L.I.: Elementary Science Learning by Investigation

I. and R. Unit, or Unit: A mutiaged, nongraded grouping of children and teachers replacing age-graded, self-contained classrooms. The unit includes the unit leader, three to five staff teachers, and 100-150 students.

I.G.E.: Individually Guided Education. A new form of elementary schooling which comprises seven components. They are as follows:

1. The multiunit organization.
2. Instructional programming for individual students.
3. Instructional programming and use of compatible curricular materials.
4. Evaluation for educational decision making.
5. Home - School - Community relations.
6. Facilitative environments.
7. Continuing research and development.

I.I.C.: Instructional Improvement Committee. Building level organizational unit composed of the building principal as chairperson and the unit leader.

I.O.E.: Illinois Office of Education

P.A.C.T.: Programs to Activate Change Today State of Illinois regional areas of Individually Guided Education, ie. PACT I, PACT II

R. and D. Center: Research and Development Center for Cognitive Learning at the University of Wisconsin in Madison

S.A.R.I.: Systematic Approach to Reading Instruction. This approach was developed by Phi Delta Kappa.

SICC: State Individually Guided Education Coordinating Council. The SICC provides the means for coordinating local, regional, and statewide activities of agencies helping Individually Guided Education schools. These fall into four main functions:

1. Provide assistance to schools changing to Individually Guided Education.
2. Provide assistance to continuing Individually Guided Education schools.

3. Introduce Individually Guided Education concepts and practices into undergraduate programs.
4. Introduce Individually Guided Education to graduate programs for staff teachers, unit leaders, principals, and other administrators.

S.P.C.: Systemwide Program Committee. This committee is at the district level. The committee is chaired by the superintendent or a designee. It includes central office coordinators or consultants, representative principals, unit leaders, teachers, and parents.

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